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## COMPETENCE-BASED APPROACH IN TEACHING FOREIGN LANGUAGES

**Abstract:** It is apparent that, in this globalization era the requirement of learning foreign languages is increasing dramatically and modern educationalists are expected to see perfect results in teaching the language productively which is the highest factor of teachers pedagogical competence. The author reckons that one of the ways to intensify the educational activities of learners, encourage them to learn a foreign languages and enhance creativity is a competence-based approach to educate foreign languages. The article purposes to present the most effective methods and techniques of teaching students a foreign language from the standpoint of the competence approach.

**Key words:** competence approach, competence, modernization, competence, foreign language, training, foreign language communication.

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### Introduction

Changes in the socio-political situation, the development of international contacts in all spheres, the consolidation of these contacts and international integration have led to an increase in the role and importance of skills and abilities of genuine foreign language communication. Rapid socio-economic progress dictates high demands to the quality of teaching a foreign language in educational institutions, as each new generation of students must rise to a higher level of proficiency foreign languages. Changes in the socio-cultural context of a foreign language, new requests of students regarding the level of proficiency in it make it necessary to change the quality of training. In connection with the modernization of domestic education, one of the most important tasks facing educational institutions is the formation of key competencies, and the issue of a competence-based approach in education is becoming particularly relevant. Knowledge of a foreign language gives the future specialist access to foreign sources of information, without which the activity of a certified specialist is currently unthinkable. The

ability to work with original literature in the specialty includes obtaining the information contained in the text, its critical understanding, generalization, analysis and evaluation of reliability. Foreign language competence ensures the readiness of the student to actually use the acquired knowledge in a professional environment. The concept of "competence" comes from the Latin word *competere*, which means fit, match. In a general sense, it means meeting the requirements, established criteria and standards in certain areas of activity and in solving a certain type of tasks, having the necessary active knowledge, the ability to confidently achieve results and master the situation [1]. For the first time, the concept of "competence" appeared in the 60s of the XX century in the United States of America, where it was used in the framework of activity education, the purpose of which was to train professionals who are competitive in the labor market. Initially, everything was reduced to automating the acquired practical skills within the framework of the behavioral approach, which was clearly insufficient for the development of creative and individual abilities of the trainees. In this regard,

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it was proposed to distinguish between two concepts: competence and competence (competence and competencies). Competence began to be considered as a personal category, and competencies turned into units of the curriculum and formed the "autonomy" of competence [2; 3].

Speaking about competencies, it is necessary to clarify the concept of "competence" – a set of competencies, that is, the observed manifestations of successful productive activity. Competence is a complex personal resource that provides an opportunity for effective interaction with the surrounding world in a particular area and depends on the necessary competencies [4]. And what is meant by the competence approach? The competence-based approach in education is understood as a method of teaching, which is aimed at developing students' skills. The students' ability to solve a certain class of professional tasks in accordance with the requirements for personal professional qualities: ability to search, analyze, select and process the received information, transmit the necessary information; knowledge of the skills of interaction with other people, the ability to work in a group; knowledge of the mechanisms of planning, analysis, self-assessment of their own activities in non-standard situations or in conditions of uncertainty; knowledge of methods and techniques for solving problems [5]. The competence approach imposes certain requirements on students and their level of proficiency in a foreign language. In this regard, the basic and advanced competencies of students are distinguished.

At the basic level, it is assumed that the language is a means of communication (a certain vocabulary, knowledge of basic grammatical structures, knowledge of the advanced level assumes that students will use a foreign language to solve practical problems, for example, to find the necessary information on the profile of their specialty. This level has an interdisciplinary character and is evaluated on the achieved result, and not only on the correctness of the use of certain grammatical constructions and active vocabulary.

The main means of forming key competencies in the study of a foreign language are various technologies, forms and methods of teaching. These forms and methods include: a teacher's monologue; a frontal-individual survey; informative conversations; independent work with a textbook on the teacher's tasks; a film demonstration; traditional control work.

Researchers of the competence-based approach to learning offer several

classifications of key competencies:

- 1) value-semantic,
- 2) general cultural,
- 3) educational and cognitive,
- 4) informational,
- 5) communicative,
- 6) social and labor,

7) personal improvement [6].

Each of the competencies includes a large set of knowledge, skills, skills and values.

Let's take a closer look at this classification.

1. Value-semantic competence provides a mechanism for self-determination of the student in situations of educational and other activities. It demonstrates what his values are, whether he is able to understand his role and purpose in the world, whether he can choose attitudes for his decisions and actions, whether he is responsible the student refers to the choice of the solution. Students master this competence by participating in moral conversations, in situations of moral choice of actions.

2. General cultural competence allows students to join the dialogue of cultures, to find out the cultural foundations of family, social, social phenomena and traditions, the role of science and religion in human life. At the same time, this competence shows how competent the student is in the household and cultural and leisure sphere (for example, when organizing free time). In terms of learning foreign languages, we are talking about the formation of socio-cultural competence, which is considered:

- as a willingness and ability to find the common and specific in models development of the studied and native languages;

- find, compare and summarize cultural information obtained from different sources and in different languages;

- build speech interaction in accordance with the norms adopted in a particular culture, taking into account speech specifics.

3. Educational and cognitive competence includes elements of logical, methodological, and educational activities related to real cognizable objects. This includes knowledge and skills of organizing goal-setting, planning, analysis, reflection, and self-assessment of educational and cognitive activities. So, for example, students are asked to re-check their own work (grammar test, essay), already checked by the teacher, but without corrected errors. The teacher discusses in detail with them the reasons for the appearance of errors, students work on the errors, do a number of exercises aimed at better assimilation of the material, analyze the inaccuracies of style and form. At the next stage, they repeat the work, taking into account all the previous comments.

4. Information competence provides the skills of the student's activity in relation to the information contained in educational subjects and educational areas, as well as in the surrounding world. It is information competence in the modern world that is the key to successful implementation in various areas of communication, including professional communication. To do this, you need:

- To find the necessary information in various sources, both on paper and on electronic media in different languages;

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-To select the necessary information, highlighting the main and secondary;

-To determine the degree of reliability of information by comparing it with information from other sources and questioning it;

-To use the received information effectively;

-To save information, protecting it from unwanted users.

5. Communication competence includes knowledge of languages, ways of interacting with surrounding and remote people and events, skills of working in a group, knowledge of various social roles in a team. Children master this competence in role-playing games, when writing questionnaires and letters.

6. Social and labor competence is closely related to communication competence. Social and labor competence directs the ability to master various social roles in the sphere of civil and social and labor activities. The main method is a role-playing game, during which students not only practice using language skills, but also prepare themselves for future social roles.

7. The competence of personal self-improvement is aimed at mastering the methods of physical, spiritual and intellectual self-development, emotional self-regulation and self-support. In this formation, the teacher himself, his style of communication with people, his spiritual values and priorities play an important role [7].

It is these key competencies that make it possible for the formation of the student as a subject of educational activity and the education of his personality. A competence-based approach to teaching a foreign language requires creative thinking. An approach to the organization and construction of the educational process, the creation of conditions for the formation and development of practical skills and skills of foreign language speech. Therefore, it is necessary to strive to create such conditions in the classroom when the students' assimilation of language material is carried out naturally, in the process of communication between the teacher and the students in the life situations modeled by us in various ways.

The formation of students' competencies depends on their activity, when the "activity" of the teacher turns into the activity of the students. The competence-based approach strengthens the practical orientation of education, emphasizes the need to gain experience in activities, the ability to put knowledge into practice. Thus, the competence approach includes a set of principles for determining the goals of education, which are expressed in self-determination, self-actualization and the development of students' individuality. Equally important is the choice of forms and methods of teaching students. Training in the competence-oriented education is an active character, i.e. the formation of knowledge and skills is in the

practical activities of students, organized their joint work in groups; use of active forms and methods of teaching, innovative technology and productive character; builds individual educational trajectory; in the learning process actively implemented interdisciplinary communication; developing important qualities: independence, creativity, initiative and responsibility [8].

The formation of educational and cognitive competence is the formation of skills of educational activity, the ability to analyze their activities. Self-control and mutual control are actively used to form this competence. The formation of communicative competence takes place in stages with the help of game technologies, discussions, and case-study technology. When conducting classes, we use electronic multimedia technologies, since it is impossible to teach a foreign language without giving students the opportunity to hear the speech of native speakers language and see their style of behavior in a particular communication situation. Students define social roles, conduct dialogues on various topics, practice oral speech and speech cliches of a socio-cultural orientation, which allows them to show creative thinking. Mastering a communicative competence means mastering different social roles. The main way to do this is role – playing. In the process of playing out various life situations, students prepare themselves for future social roles, for life in a society with its own laws and rules, thus forming social and labor competence.

In the context of teaching a foreign language, students develop certain competencies by gaining knowledge that they can acquire in their future professional activities in the field of economics, commerce and business, mastering various ways of solving problem-cognitive tasks, experience effective decision-making and achievement of goals through overcoming obstacles. A stock of knowledge, knowledge of ways to solve problems and experience in achieving goals are necessary components of students' competence. The absence of at least one of these components makes the competence defective [9]. Thus, the competence-based approach in teaching a foreign language is developing as an alternative to traditional learning, in the process of which there is a mastery of the language. Knowledge, skills, and capacities that limit their practical application in the future professional activity of students and do not sufficiently take into account the essence of the competence of a modern person in the conditions of competition of the free market. Before you start using the competence approach in teaching a foreign language, you must meet the following requirements. First, it is necessary to familiarize students with the essence and content of the competence approach. Students must master certain intellectual, creative, and communication skills. This means that they must be able to work with the text (highlight the main idea,

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search for the necessary information in a foreign language text), analyze the information, make generalizations and conclusions, be able to work with a variety of reference materials, and also be able to conduct a discussion, listen and hear the interlocutor, defend your point of view, support it with strong arguments, be able to compromise with the interlocutor, be able to express your thoughts concisely. In addition, students should be able to work in various organizational forms: in pairs, groups, in teams, where there is a clear distribution of roles (for example, boss, secretary, etc.). they must have a certain program, lexical and grammatical material, be able to work with correspondence in a foreign language and independently compile various

documents in Russian and foreign languages, have an idea of conducting business negotiations in a foreign language [10]. Thus, the competent use of the competence approach requires significant training, the creation of a solid language base for students, which is carried out in the training system.

In turn, the high quality of learning a foreign language contributes to competitiveness and professional mobility in the field of professional activity and communication of the future specialist. The acquisition of foreign language competence by students consists in mastering a foreign language at a level that will allow them to use it to meet professional needs, implement business contacts and further professional self-education and self-improvement.

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