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COMPETENCE APPROACH IN TEACHING STUDENTS FOREIGN LANGUAGES

A successful personality today is one who manages his own life with high results both in professional and private sphere. It is up to an educational institution to form the complex of competences which help students to compete in the constantly changing world and high demands of employers. The most important competences are social and language ones. Changing the methodological pattern in teaching foreign languages is observed as a problem part of making higher the level professional, communicative and crosscultural competence of future specialicts.

It was educed that, cultural, professional and other educational competenses, similarly as a language and foreign language ones, can be realized in different vital spheres. But the list of key competenses testifies that a language competence of personality is a very wide concept. It gives possibility to draw a conclusion that a person with the high level of language competence, has as a rule, formed other key competences. Cross-cultural cooperation causes interest in the field of forming cross-cultural and general cultural competence. For example, a cultural competence "envisages ability to live and co-operate with other in the conditions of multicultural society, following national and common one to all mankind spiritual values". However such competence is the constituent of any complex social competence – professional, organizational or innovative.

Competence approach allows to define the wide circle of aims for making a pedagogical influence on personality. It is not limited by knowledge, abilities, skills. Application of competence approach means to arm a student with facilities of survival and effective existence in an environment that is very demanding. Компетентісний approach includes the presence of experience (practice of speaking, communication) also, readiness to self-perfection, overcoming of conflicts and firmness to stresses that can arise up during communication. Id est the construction of competence comes true in the combination of linguistics, psychology, philosophy, culture study.

In teaching students foreign languages the competence approach is one of the most modern pedagogical approaches. It will be realized due to the use of maintenance that works on a task active forms of studies, that is sent to the increase of communicative level of students.

Using this approach in language study is regulated by some international agreements and documents. The Common European Framework of Reference for Languages [3] is a document which describes in a comprehensive manner 1) the competences necessary for communication, 2) the related knowledge and skills and 3) the situations and domains of communication. The Common European Framework of Reference for Languages defines levels of attainment in different aspects of its descriptive scheme with illustrative descriptors scale.

The Common European Framework of Reference for Languages divides general competences in knowledge (Descriptive knowledge), skills, and existential competence with particular communicative competences in linguistic competence, sociolinguistic competence, and pragmatic competence. This division does not exactly match previously well-known notions of communicative competence, but correspondences among them can be made.

General and particular communicative competences are developed by producing or receiving texts in various contexts under various conditions and constraints. These contexts correspond to various sectors of social life that the Common European Framework of Reference for Languages calls domains. Four broad domains are distinguished: educational, occupational, public, and personal.

A language user can develop various degrees of competence in each of these domains and to help describe them the Common European Framework of Reference for Languages has provided a set of Common Reference Levels (A1 – C2).

Literature

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