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ACTIVITY APPROACH IN THE MEGA-PARADIGM SPACE OF COMPETENCE CENTERED LANGUAGE EDUCATION

Building foreign linguistic competence in the higher educational institutions of Ukraine is a rather complex, contradictory, semantically polymorphic pedagogical process. The characteristic feature of a competence-oriented learning strategy resides in the fact that it is integration model as the synthetic potential of educational, organizational and pedagogical resources of various educational paradigms, attitudes, traditions, schools and trends.

In fact, a competency-based approach is the symbol of the most productive technologies, methods and teaching forms interaction synergy, whose unity is measured by a competency-based ideological integral. The competence-centered language education consists of a poly-paradigm educational model composition which is mobile and flexible as it is determined by various training goals and objectives, the specificity of the individual, group (e. g. inclusive pedagogy), the requirements of training and so forth.

A competency-based approach as a mega-paradigm construct is an open educational ideologue, as it both potentially (a priori) and objectively includes all

the available pedagogical, scientific and theoretical resources; applying them makes it possible to rapidly design and didactically arrange the most appropriate educational models which are aimed at achieving results – creating a competent personality.

Nowadays in the higher school of Ukraine the competency-oriented bi / polylingual education includes a number of pedagogical concepts correlated with the ideologue of a competency-based approach: the activity, personality-activity, learner-centered, communicative approaches, the dialogue of cultures school, etc. These different context educational drifts are grounded and covered by a number of psychologists and educators: A. Leontiev, Ye. Mileryan, S. Nikolaeva, O. Pligina, V. Red'ko, N. Sayenko, S. Trubacheva and others.

At the same time, the mega-paradigm issues in the foreign language competence-oriented training include clarifying the system functions and relationships among different pedagogical trends within the unified educational doctrine: the correlation mechanisms of the mega-paradigm links and their natural implementation in the practice of foreign languages teaching.

Referring to the activity approach in its relation to the process of building foreign linguistic competence we should point out that the concept of activity paradigm emerged in the Ukrainian pedagogy due to the works B. Ananyev, L. Vygotzky, S. Rubinstein, V. Sukhomlynsky and others. It is assumed that John Dewey [1], American philosopher and educational reformer, whose works were very popular in the 20-30s of the last century, was among the first to formulate and develop this pedagogical concept (learning through action).

The activity approach involves the students' self-guided and purposeful work in order to implement the objectives, in particular by the individual adoption of the program materials and teaching techniques with using all contextually available resources. Activity is a condition, mechanism and fundamental basis for molding personality, who takes quality competence in the labor activity.

It is no mere chance, in America, for example, the concept of an activity approach is synonymous with the concept of competence [2], as it reflects such semantic units as motivation, independence, activity, tolerance, sociability, creativity, ability to lifelong learning, the readiness and skill to resolve unexpected, sporadically occurring problems, etc.

In this interpretation human centrality is the key interlink of the activity-related / competency-based language education.

In fact, the modern pedagogical views and innovative technologies are openly associated with the worldview of the Renaissance: man is the center of the world, the top of the Universe. This imperative assumes that in language education, the anthropological concentricity is the first condition for the development of thinking, well-rounded, all-sufficient and dynamic personality. This postulate finds the category axiological center of the activity-related / competency-based ideology of education – a human being.

As a comparison it can be observed that the axiological center refers to the personality in the personality-centered approach, while in the activity-related one the axiological center is determined by man. Therein lies, in our view, the significant

difference. Indeed, the activity is the form and condition of personality becoming: the personality is a human activity transformation. In this understanding a language personality, according to N. Chomsky' transformational theory [3], is dualistic. On the one hand, the language personality is a person who has an innate high potential operational linguistic competence, on the other hand, the language personality is a speaking person, i.e. the one who performs speech, who participates in the speech activity. The latter is a condition for the personality actualization. There arises a binary unity: man as a linguistic competence – a personality as activity-related verbal language transformation / man as competence.

In this regard, it's worth remarking that N. Chomsky's generative linguistics, which laid the foundation of competence language education, regards an anthropological aspect as the main one: the concept of language competence is synonymous with human competency / competence; the informant is a transforming device that interprets a language, as a system for endless operational capabilities, into speech. Due to and through man, linguistic competence is accomplished in its new – personality-verbal – capacity. In this sense, the competency-based language education can be defined as anthropocentric. This aspect refers to the possibility and urgency of developing new – derived from N. Chomsky's theory – teaching technologies, such as, according to L. Shcherba [4], creating two grammars: active and passive; this would correspond to the concepts of competency and competence to a large extent.

Thus, the primary function of the activity-communicative resource, as part of the competency-based mega-paradigm, is in the anthropocentric modeling of the learning strategy or, in terms of the higher school, in student-centricity.

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