

COMPETENCE-CENTERED TREND IN LANGUAGE EDUCATION: MODERNIZATION ASPECTS

Modernizing the educational system of Ukraine is accomplished through the consistent development of competence-oriented educational ideology. The idea of building global, key, professional and other competences has been rather effectively implemented into teaching activities, including the field of higher school students' foreign language training.

However, the process of transforming the model of linguistic education is quite contradictory. The difficulties pertaining to a competence-centered language education are mainly caused by the following problems: 1) the definitions diffusion (there is no consolidated understanding of the designated educational paradigm fundamentals, whereby a competence concept sphere is rather amorphous); 2) there is a gap between the theoretical models and their pragmatic use (the abstract discourse of the global competences designated in the Report to UNESCO of the International Commission on Education for the Twenty-first Century «Learning: the Treasure Within» (1996) – learning to know; learning to do; learning to live together, learning to live with others; learning to be [3] – has been abstractly apprehended in the practical education); 3) the competency-based education paradigm hasn't got any self-regulatory mechanism (the self-regulatory theory provides for the educational model automatic transformation as a response to the shifts in the social dynamics); 4) there exists the remoteness of the theory of language training from the conceptual primary sources (the theoretical potential capacity of the writings, which originally expressed the idea of a «linguistic» or «linguistic given-off» competence, – ancient linguistics, the works of W. von Humboldt [4], N. Chomsky [2] and others – does not find their way into teaching practice); 5) there exists lack of innovation projects (the negation of new strategies for building foreign linguistic competence, which involve applying the modalities of the other sciences, organically relevant to competence-based learning).

All these contradictions occurred in the process of implementing the idea of building students' linguistic competence have shown the state of paradigm shift in language education.

The fundamentally important question that has to be answered is whether it is possible or necessary to eliminate the identified problems through modifying the competence-centered, but not quite perfect, model of language education.

If not, the language education should definitely give up the concept of building competences, but the refusal will come into collision with the declared and statutory strategy of ensuring language education in Ukraine. If opts for the well-considered advanced language training against the background of competence-based approach, then it requires a theoretical and methodological «reset» for the subject, essence and purpose of competence-based learning.

The latter refers to the past advances in their direct connection with the current issues in pedagogy, to begin with. The semantically annular formula – «back to the future as forward to the past» – offers great opportunities for the intensive development of competence ideologeme in the language education. In general, to develop the idea of building linguistic competence it should be done: a) carrying out the unification of the conceptual framework (a term properly applied, as according to L. Carroll, «When I use a word... it means just what I choose it to mean – neither more nor less» [1, p. 81]), which will be instrumental in defining the terminological system of competency-based approach in language education; b) designating the global concept sphere in the theory of competence-oriented education through identifying a matrix concept or superconcept – «human competence»; c) determining self-regulatory mechanisms in the system of educational technologies, responding to the parameters and trends variations in social life; d) foregrounding the ideas of W. von Humboldt, N. Chomsky and others, as the founders of the competence-based psycholinguistics, in the practice of language teaching; e) introducing innovative tools for language training.

References:

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