

METHODOLOGICAL CONCEPT SPHERE OF STUDYING THE GENESIS OF BUILDING FOREIGN LINGUISTIC COMPETENCE IN THE HIGHER EDUCATION INSTITUTIONS OF UKRAINE

The methodology for investigating the site of special scientific interest is quite specific, it involves consistency and accuracy, as to solve the set of questions depends on the judicious selection of the complex of methodological attitudes.

The term «concept sphere» was introduced into scientific use by D. Likhachev [1] as a concept identifying the system of concepts which refers to the scientific phenomenon or subject under investigation, especially in the humanities and culture. A novel term «concept» was framed by S. Askoldov-Alekseev, who defined «the concept or general concept as a cognitive creation, which, in the process of thinking, replaces the uncertain variety of congeneric items to us» [2, p. 29].

The past history of the foreign linguistic competence genesis in the Ukrainian higher school has been little-investigated. The prospect for its scientific background can be found out in the relevant methodological field. The problem of choice of methodological tools and facilities depends on the following components: a) research issue and goal; b) the areas of expertise and academic views; c) the interpretation of the concept of language education genesis.

The mentioned triad contemplates looking for optimal ways to solve methodological issues taking into consideration studying the history of linguistic competence development in the higher educational institutions of Ukraine.

Accordingly, the analysis methodology for the genesis of building the competency-based foreign language training in students should be designed in the system of the following three core components which determine:

- 1) the semantic (intrinsic) proximity of competence-oriented ideologemes with the technologies and theoretical foundation of the other, including retrospective scientific-educational and religious-cultural, patterns. The attitude was defined by S. Averintsev [3, pp. 37 – 39];
- 2) the implicit existence of the resembling linguistic and linguistic-didactic representations and terms in the science and pedagogy of the past and present. The attitude was articulated by Yu. Rozhdvestvsky [4, p. 85];
- 3) the equivalence in definitions, identically reflecting the similar phenomena and objects. The attitude was expressed by M. Bakhtin [5].

The presented reference points determine the conceptual triad of the methodology of studying the foreign language training genesis and they set a methodological conceptual sphere that makes it possible to represent the rather contradictory evolution of the birth and development of a competency-centered approach in the language education of Ukraine in the volumetric chronological and conceptual space.

First, due to the ongoing controversy regarding the exclusivity and novelty of the competence-oriented educational paradigm, one is forced to deal with the retrospective aspects of language training. In particular, one should consider that the term «a linguistic competence», by N. Chomsky's definition, is derived from the concept of the hidden competence of language [6]. The concept was founded by the American linguist in the writings of W. von Humboldt [7]. Meanwhile, whereas the works of W. von Humboldt correlated in their content to the tradition of the ancient linguistics. Such a context shows the following continuity: a linguistic competence (in the modern interpretation) – language as a competence (N. Chomsky) – language as a hidden competence (W. von Humboldt) – the ancient theories of language. This relationship becomes apparent before everything else due to the methodological attitude about the semantic proximity of the objects correlated in the global historical space.

Second, the subject matter, analyzed in the retrospective volume, was implicit for a long time, it was got a new angle on, in a different interpretation, but essentially it was comparable to the modern explicit views.

Third, there are terminological equivalents among the semantically homogenous, but variously transcribed items, which are studied in the chronology of «the big time»; all of them should be detected and analyzed. However, to evaluate them is the subject of a discrete and detailed study.

Thus, the methodological concept sphere of the analysis of building a foreign linguistic competence, in particular, in the system of higher educational institutions of Ukraine, from our point of view, amounts to the open methodological system: the intrinsic similarity of asynchronous ideas in their relation to one subject – the implicit invariant existence of the concepts and terms before the moment of their open, explicit scientific articulation – the equivalence as for defining the studied subject.

In perspective the further investigation of the marked methodological issues warrants actualization according to the national traditions, trends and schools of foreign language training.

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СПЕЦИФІКА ЗНАТЬ ЯК СКЛАДОВИХ ЗДОРОВ'ЯЗБЕРЕЖУВАЛЬНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНЬОГО ВЧИТЕЛЯ БІОЛОГІЇ

Здоров'язбережувальна компетентність базується на тому, що правильна оцінка і прогноз функціональних можливостей людини в значній мірі залежать від знання біологічних особливостей власного організму, від уміння правильно враховувати їх у конкретних обставинах реального життя. Однак знання потрібні не як самоціль, а як засіб для розвитку особистості, як інструмент вирішення своїх життєвих завдань. Когнітивна сфера особистості включає сукупність знань про будову і функціонування людського організму, про

вплив різних природних психофізичних вправ на сформувати у майбутнього працездатності свого особливостей. Основний зміст майбутньої педагогіки суми сучасних вимог педагогічного ВНЗ – інформаційним критично аналітично сприймати людини, і особливо ди

Розвиток когнітивних пізнавальних процесів з сприйняттям та сприйняття, уявленн людини, на думку здібностей індивіда, різних проблем [3, побудову індивідуальної когнітивної сфери особистості, а стан й рівень інтелектуально

Специфіка знань майбутнього педагога обсяг цих знань систе

– психологічні (з розвитку людини; психологічні механізми стримують динаміку міжвікового «дитячої інструментарію всебічних особливостей, здібностей – педагогічні, які

методологічні (знання виховання, особливості реалізації педагогічних методичні знання поняттями, категоріями способу життя, знання учасників освітнього