

COMPETENCY-BASED APPROACH IN MODERN LANGUAGE EDUCATION

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Improving quality of education is one of the urgent problems of the entire world community, and its solving is connected with modernization of educational content, optimization of methods and technologies of educational process organization and re-interpretation purposes and outcome of education. The purpose of the article is exploration of new approaches to estimation of school education quality. The leading method in this issue investigation is the competence approach. This article examines linguistic identity within the second language acquisition in terms of bilingualism. As a result of studying the problem, we can come to the conclusion that nowadays the challenging task of language teacher is teaching students the peculiarities of mental activity, ability to learn that is possible due to strengthening of practical orientation of the studied materials. Thus, nowadays pedagogics of cooperation should be spread when a teacher and a student are recognized as full participants of educational process. The article can be useful for teachers dealing with younger generation.

Keywords: Competence approach, linguistic competence, educational process, constructive, cooperation pedagogy

INTRODUCTION

In the field of linguistic education trends determine the formation of a new type of personality that is capable of cross-cultural communication and dialogue between cultures. In accordance with this change needs and requirements for the design and engineering of linguistic education model also change.

At the present stage, modern conditions for the society development pose new challenges before the education system. Formation of a qualitatively new level of qualified specialists training, for their development and formation as a creative personality, which has its own style of thinking, able to independently and creatively solve the challenges they face. Intentional development and system renewal of education requires a special role of language education, the development of communicative competence of the individual able to use Russian language as a communication tool (Corder, 1994).

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As one of the preferred approaches modern language education determines the competency-based, the content of which is caused by reformatations in the socio-economic and political spheres of public life, which is reflected in the nature of changes and in the content of those requirements to educational system (Zalevskaya & Medvedev, 2002).

Modern and rapid life development makes school education go to the whole new level, makes high demands of the educational standards. Modern school is simply obliged to shape students' life skills and key competencies, and their formation should be carried out in the classroom which should necessarily be evolutive and student-centered. This task is feasible in educational institutions in which the main contingent of students is bilingual (Valeeva, Baykova & Kusainov, 2016; Valeeva, Aitov & Bulatbayeva, 2016).

One of the important and necessary basic international requirements put forward by the Council of Europe, is a mandatory linguistic proficiency (Minasova, 2002). Through the language a person can become familiar with universal global values, form the ability to communicate and interact with other cultures' representatives in the empyrean. This circumstance has corrected the problem of modern methods of teaching Russian language to practical mastery of the Russian language. It provides a transition from the conscious absorption of linguistic units by students to using them in speech situations, which is close to natural verbal communication in society. Practical mastery of the language implies that the person possesses all kinds of speech activity: listening, speaking, reading, writing – in the most important spheres of communication (Richards, 1994). In other words, the communicative method is characterized by the fact that the formation of verbal communication skills, as the most important part of education, is brought to the forefront.

METHODS

Competences and competency-based approach are central in the education quality management system. Essentially, education quality management begins with determining the composition of the competencies that must be mastered in the educational process at school as educational outcomes. Then all intraschool education quality management system is constructed in such a way that at the output each student could possess the required competencies. Training activity acquires research and practice-oriented nature and becomes the subject of assimilation itself (Greenberg, 1970).

The Council of Europe (1996) identified five groups of key competencies, which “young Europeans” must possess for optimal cross-cultural, social, socio-political and interpersonal communications. Those competencies are: political and social; competencies associated with life in a multicultural society; competencies relating to the possession of oral and written communication; competencies linked

to increasing informatization of society; competencies in the field of continuous education (Hutmacher, 1997).

This determines the integrating value of the communicative competence, which provides the most important aspects of the common life and the professional competence of the younger generation, and confirms our understanding of communicative competence as the ability to enter into the global scope of the educational, professional and socio-cultural communicative space (Auhadeeva, 2012).

In other words, it appears that the competency-based approach, in relation to the modern theory and practice of Kazakhstan's education does not form its own concept and logic, but proposes support or borrowing of conceptual and methodological apparatus from the already established scientific disciplines (including linguistics, law, sociology, etc.).

Secondly, the concept of school education in Kazakhstan still "skids" - the problem with the passage of UNT (Unified national testing) by high school graduates is not yet overcome (tests are focused on knowledge explication rather than on testing functional literacy). The above mentioned problems, in our opinion, would be solved if the competency-based approach was taken into account (Karlinski, 1990).

These circumstances force us to reformulate the problem of the competency-based approach: is it not the result of projection of other realities and in this regard, what is its own meaning, the terms for actualization and application (Karlinski, 2003).

To order solve this problem it is necessary to address the experience of the implementation of competency-based approach in the West and, primarily, the United States (Breivik, 1987).

In this case, our task is not only to establish direct correspondence between the Russian concepts and their English equivalents, but to identify the specific context in which the notion of competence and competency-based approach in Europe and the USA is formed.

As before, we do not set before ourselves the task of exhaustive definition of all aspects of this approach. Let us consider a few, in our opinion, the most significant and meaningful differences (Kunanbayeva, 1989).

The strategy of Russian education modernization for the period up to 2010 estimates the following competencies as important:

- Political and social competencies (the ability to take responsibility, to regulate conflicts nonviolently;
- Competencies concerning life in a multicultural society (awareness of differences, respect of each other, the ability to live with people of other cultures, languages and religions;
- Communicative competencies (spoken and written communication, including a foreign language);

- Competencies related to the emergence of information society;
- Cognitive competencies (the ability to learn for a lifetime) (Savello, 2009).

RESULTS

Competency-based approach to the definition of school education purposes and students' objective needs and direction of teachers' creative pursuit that are associated with the implementation of the problem-based learning ideas, cooperative pedagogy, student-centered education. This approach will solve the problem of students' educational activity motivation, create a model of "teaching with passion", will help to avoid conflicts between students and teachers that are inevitable when studying with coercion (Zimnyaya, 2006).

To date, the linguistic science of bilingualism is a widely studied phenomenon of our time. The concept of "bilingualism" is one of the basic concepts underlying the whole theory of language interaction (Savello, 2009). The phenomenon of bilingualism is under intense scrutiny of both Kazakh and foreign researchers, whose works address issues of language interactions, and causes of bilingualism creation come to light. The individual and collective monographs systematize aspects of the problem: in the diverse factual material the most important types and forms of bilingualism are examined, and results analyzed (Tulepova, 2010).

Under bilingualism we understand knowledge of two languages when both of them are actually used quite often in communication. At the same time, there are differences in the understanding of the term:

- bilingualism is the equal command of two languages (Nelyubin, 2003);
- how the knowledge of two languages characterizes bilingualism;
- the practice of alternating use of two languages (Weinreich, 1972);
- competence in two languages and regular switch from one to another depending on the situation of communication.

B. Hasanuly (2007) formulates bilingualism as follows: "bilingualism - is a simultaneous (alternating or mixed) usage of two languages in a heterogeneous society by members of the same ethnic group". Bilingualism is a proficiency in mother tongue, along with the language of the other ethnic group in the range providing communication with representatives of the given ethnic groups in the vital areas of communication. Bilingualism involves usage of different languages, unlike dysglossia, often understood as the usage of various subsystems (subcodes) of one and the same language.

Compared to a broad understanding of the term linguistic identity, language personality of a bilingual is one of its kinds and volume of its value is narrower. At the centre of our field of vision there is a linguistic identity of the person for whom communication in their native language is natural in his communicative environment, who speaks a foreign language with the educational objectives in

mind, not related to the characteristics of the natural environment of communication (Nelyubin, 2003). In addition, he seeks to master a second language to use it for communicative purposes in the professional field, considered in the evolutionary development of his secondary linguistic persona by us (Isaev, 1986).

In the competency-based approach the list of required competencies is determined in accordance with employers' demands, the requirements on the part of the academic community and wide public debate on the basis of serious sociological research. The main objective and results of the learning process becomes mastering different kinds of competencies (Isaev, 1990). So, one of these competencies is the student's ability to work in team, which certainly contributes to a quality language training for national schools' students. The above mentioned problem can be solved through the organization of group work on the basis of communication, because the rhythm of modern life requires ability to solve complex communication tasks:

- exchange information;
- work productively in a team;
- correctly oppose;
- develop a common position;
- make decisions together.

The development of these important skills contributes to modeling the situation of educational cooperation in the classroom, which is most effectively achieved in the process of group work. The meaning of team work is in the production of collective thinking in the course of general educational objective achievement (Karaulov, 2006). The success of the affairs in the form of educational collaboration is determined by a number of factors:

- psychological characteristics of the team members and the degree of their grasp of the work rules in the group;
- the presence of a conscious creative interdependence between team members;
- careful selection of educational material, on the base of which the cognitive activity of groups will be organized;
- the quality of group classes organization (Handayani, 2009).

Thus, the implementation of preliminary communicative roles' allocation between the participants contributes to a productive execution of learning activities offered to group (Isenova, 1984). For example:

- facilitator (organizes the group work, finds means to stimulate all participants to stay in communication);
- rapporteur (represents the group work);
- registrar (records opinions, suggestions, participants' hypotheses);
- timekeeper (monitors the time allotted for the task completion).

DISCUSSION AND CONCLUSION

The modern development of society demands new approaches to the estimation of the school education quality. According to the current international standards, education result assessment is aimed at formedness of not only knowledge but also the ability to apply it in practice, to orientate in unusual situations, on “competence” development of students. Analysis of the UNT results shows that many graduates are not able to work with information: to compare disparate fragments, to correlate the total amount of its concretization, to purposefully look for the missing information. They do not possess the skills of a holistic, creative analysis, goal setting, formulation of hypotheses, so competency-based approach is being a priority, successfully solving certain problems (Kovylyova, 2009).

The current stage of teaching methods development, including Russian language, offers a new approach – competency-based – to define learning objectives, which focuses on the result of education. The number of learnt information is not considered as the result, but rather a person’s ability to act in various problem situations; this education direction helps to develop set of attributes necessary for the formation of student social mobility, which is manifested in the ability to operate in a changing environment (i.e. communicative competence).

One of the key competencies is communicative, including a mastery of all kinds of speech activity, the basis of culture of speech and writing, basic skills of language usage in various fields and communication situations.

Today, before philologist there is a challenging task to teach students the peculiarities of mental activity, the ability to learn. It is possible with the strengthening of the practical orientation of the school teaching material, acquisition of which not only addresses the apprentice’s solution of the specific practical problems, but is also implemented through practice.

Thus, at the moment the cooperative pedagogy should be disseminated: teacher and student are to be considered as full participants in the educational process.

It is hard to disagree with those linguists who believe that the text is the most fertile ground for the development of educational competencies of students, and so work with the text should be an integral part of each lesson of the Russian language. This may be a complex work on a large text, which is a “multi-faceted activity, including elements of the linguistic, stylistic, literary (philological) analysis, different types of analyses, spelling and punctuation questions, preparation for expressive reading and in several cases to recitation, to the exposition” (Pahnova, 2008). Most likely, such work will require a whole lesson from a teacher. It is possible to organize a less time consuming work on the text analysis. For such task a small text will be suitable. It seems that it is also important to attract textual foundations as a valuable educating and developing material at all stages of the lesson, as well as in extracurricular activities.

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