

COMPETENCE IN LINGUODIDACTICS AND CONTENT DESCRIPTION OF COMPETENCE CATEGORIES

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ABSTRACT

*The article deals with the study of problems of competence in linguodidactics and content description of competence categories in teaching foreign languages. Self-awareness based on a person's unique individuality, ability to take responsibility for the development of society is gaining special importance. The **actuality** of the theme is that the training of teachers of foreign languages has a valuable and purposeful orientation. The application of the competent approach in our research made it possible to imagine the result of competence in education, to see its new aspects. The **object** of the article is the competence in linguodidactics and content description of competence categories. At the present time, the competence approach lies at the core of the substantive renewal of foreign language higher education. The **aim** of the article is providing general information about the approach which creates a basis for eliminating traditional cognitive orientations in higher education, radically updating educational content and teaching methods and technologies.*

Methods: *such methods as descriptive method, method of componential analyses were used to prove the informativeness of the topic relied on the studies of well-known methodologists in the field of teaching foreign languages.*

Results (Findings): *The analysis of the opinions presented in the article shows that the study of methodological basis of teaching foreign languages determines the prospect of a detailed study of the teaching system, cognitive orientations in higher education. The study of the definitions given to the concept of "competence" in the works of foreign specialists, more emphasis is placed on the independence and responsibility of the individual. The results obtained will help to consistently study important issues of general and private linguistics and find their solutions.*

Conclusion: *Summing up the results, it can be concluded that the Competence provides a reliable basis for a person to achieve his goals of personal importance: it does not matter what the goal is and the social structure of the environment in which the person operates. In this way, a new view of the description of educational results aimed at solving real problems - the need to introduce competencies begins to emerge.*

KEYWORDS: *Concept, Competence, Analysis, Literature, History, Development, Approach, Methodology.*

INTRODUCTION

The concepts of "competence" and "competency" are considered here as the main criteria for upgrades and determine the level of modernization processes which are being carried out. Therefore, the main issue is to clarify the definition, characteristics, appearance and structural content of these concepts. Only then we will be able to clearly imagine the possibilities of the concepts of "competence" and "competency" as an integrative indicator for evaluating the quality of higher education.

From overall perspective, "competence" is derived from the Latin word "compete", which means "to fit", "to suit", and refers to the ability of a person to:

- Compliance with the established criteria, set requirements and established standards in the relevant field of activity;
- Able to actively and effectively use the knowledge and skills in solving a certain issue;
- Means that he will have the ability to take the initiative in the situation and achieve his goal with confidence.

LITERATURE REVIEW

The analysis of the literature on the history of the emergence and development of the competence approach shows that "as well as the interpretations of the concepts of competence and competence, the views on the results of educational processes organized on the basis of approaches based on these concepts are complex, multifaceted and ambiguous" [2: 7].

The concept of "competence" was used for the first time in the field of performance-based education in the USA in the sixties of the last century, and served as a criterion for preparing specialists who can withstand competition in the labor market. Initially, in the tradition of behavioral psychology, competence was considered as a skill that is formed as a result of automatization of knowledge and is necessary for performing simple, easy practical tasks. Such an approach was sharply criticized at the time: because competence in the form of practical knowledge was insufficient for creative activity and individual (independent) education. Based on the same considerations, the need to introduce the concepts of "competence and competences" came into existence. Considering competence as a personal category, competences (in different aspects) were converted into curriculum units and defined as a component of competence. Competence is often used to describe the potential that a specialist needs to find his place in the labor market. Competence is a somewhat broader concept and is generally considered as a set of competencies, i.e. characteristics manifested in productive activity.

MATERIALS AND METHODS

In the definitions given to the concept of "competence" in the works of foreign specialists, more emphasis is placed on the independence and responsibility of the individual. In the same period, under the influence of transformational grammar and the theory of language learning, the concepts of linguistic and communicative competence were introduced [7].

In 1971-1990, it is characteristic that competence-competence categories were used in the theory and practice of learning languages other than the mother tongue. Also, at this stage, competence-competency categories were introduced to determine the level of excellence in management, leadership, and culture of behavior. The basis of this technology is E. Thorndike and B. Skinner's experiments in the field of cognitive psychology. Their experiments proved that it is possible to teach a person (learner) to solve problems of standard and non-standard types. In order to completely get out of the problematic situation, it is necessary to form a holistic image of the existing situation.

Through experiments, the methods of achieving a positive result, setting a goal, choosing a strategy for success, and evaluating the achieved result were shown. The experience of solving problematic issues is formed as a result of active learning: only acquired knowledge, skills and competence should be the result of actions such as directing individual knowledge formed as a result of feedback, debates and collective thinking to the current situation.

RESULTS

"Since the seventies of the last century, the term "competence" has taken a decisive place in the terminological field of language teaching" [4: 3]. The presence of communicative competence in a person expands his opportunities to interact with other people "in all aspects of life". Specialists in the field of foreign language teaching methodology thought not only about the methodological description of communicative competence in a foreign language, but also about the need for practical actions in detailing the requirements for each stage of learning a foreign language [4: 5].

Components of the concepts of "competence" and "competitiveness" have been developed for such closely related fields as labor psychology, motivational psychology, and management. According to J. Raven's definition, competence is a special ability required to perform a specific action in a specific subject area [3]. In his research, for the first time, attention was paid to the psychological aspects of competence, the problems related to the formation of competence in different periods of human development, and the conditions necessary for the formation and development of competence were studied. While researching the structural composition of competence, J. Raven his intellect; shows such components as effective behavior; ability; internal motivation. It justifies the importance of these components in the development of competence. Competence is always demonstrated in action. It is impossible to observe an invisible competence. The characteristic of competence is that it can be manifested only in a harmonious combination with human values, that is, in the conditions of a person's strong interest in the activity he is conducting. In 37 types of competence, it is shown that competence is manifested as a result of motivation [3:258].

DISCUSSIONS

As we mentioned above, when defining the concept of competence, foreign psychologists consider qualities such as independence and responsibility of a person to be primary. However, these two important qualities are lacking to reveal the essence of professional competence. Professional competence is seen in a specialist's deep knowledge of his work, adequate solution of a professional problem, and creative organization of his work. Based on this note, the following professional competences:

- Social competence: a person's ability to engage in collective activities and relationships with others, willingness to take responsibility for the results of his work, mastering the methods of acquiring professional knowledge;
- Special competence: readiness for independent implementation of certain types of activities, ability to solve standard and non-standard issues related to the profession, ability to evaluate the effectiveness of one's work, ability to independently increase knowledge and skills in one's profession;
- Individual competence: it is possible to mention its main components, such as the willingness to regularly improve one's qualifications and to express oneself through work, to have professional reflexive skills, to be able to overcome inconveniences and declines in the field of work [1].

CONCLUSIONS

1. Foreign scientists have developed a model for increasing the competence of ordinary employees [5]. In this model, the main emphasis is placed on the individual-psychological qualities of the employee, such as independence, discipline, communication, and the need for self-development. In the model, the most important component of professional competence is the employee's ability to adapt quickly and without objection to the existing working conditions.
2. The ability to find independent solutions to complex problems;
3. Independent acquisition of new knowledge, skills and abilities;
4. To have a positive opinion about his personality;
5. Being able to achieve harmony in communication with others;
6. More emphasis is placed on qualities such as the ability to behave appropriately within the team.
7. Competence within the framework of this model is considered as a result of the development of existing and acquired characteristics, abilities and talents in a person.
8. Competence in this interpretation provides a reliable basis for a person to achieve his goals of personal importance: it does not matter what the goal is and the social structure of the environment in which the person operates. In this way, a new view of the description of educational results aimed at solving real problems - the need to introduce competencies begins to emerge.

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