

MODERN UNDERSTANDING OF COMPETENCE-BASED APPROACH IN TEACHING FOREIGN LANGUAGES TO GYMNASIUM STUDENTS

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The competence-based approach is the basis for cardinal changes, guidelines and tasks of modern national education and ensuring a continuous process in formation and development of a student's harmonious creative personality. The introduction of a competence-based approach in the educational process of institutions of general secondary education (IGSE) is one of the directions for renewal and modernization of education in Ukraine.

At present, the competence-based approach is not a completely new phenomenon for the global, including domestic, educational space. The concept of "competence-based education" appeared in the United States in the 60s of the XX century, but was formed only in the late 80s. A famous specialist in the field of psychology of teaching foreign languages I.O. Zymnia has identified three stages in the development of a competence-based approach in education:

- the first (60–70 years) – the concept of "competency" was introduced into the scientific apparatus; prerequisites for differentiating the terms "competency" and "competence" are created;
- the second (70–90 years) – the categories "competency" and "competence" are used in the theory and practice of teaching languages, as well as in the management and teaching of communication. The published work of the English psychologist John Raven "Competence in modern society" (1984) provides a thorough definition of the term "competence", and describes 37 competences;
- the third (the end of the 90s and the beginning of the 21st century) – the study of competence as a scientific category for teaching and the widespread introduction of the competence-based approach in education; identification of key competences [1].

In 2006, the European Parliament (EP) and the Council of Europe (CE) adopted the Recommendations on Key Competences for Lifelong Learning. Competences are defined here as "a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment" [2, p. 4]. The Reference Framework sets out eight key competences: 1) Communication in the mother tongue; 2) Communication in foreign languages; 3) Mathematical competence and basic competences in science and technology; 4) Digital competence; 5) Learning to learn; 6) Social and civic competences; 7) Sense of initiative and entrepreneurship; and 8) Cultural awareness and expression. In 2018, the EP and CE approved an updated European Reference Framework of Key Competences for Lifelong Learning, which sets out eight key competences: 1) Literacy competence; Literacy competence; Mathematical competence and competence in science, technology and engineering

and; Digital competence; Personal, social and learning competence; Civic competence; Entrepreneurship competence; Cultural awareness and expression competence [3]. The Recommendation presents not only an updated Reference Framework of Key Competences for Lifelong Learning, but also outlines good practices supporting the development of competence-oriented approaches in education and training, including nonformal learning and in a lifelong perspective.

A competence-based approach to teaching languages is also declared in the Council of Europe document “Common European Recommendations for Language Education: Learning, Teaching, Assessment”, which clearly emphasizes the importance of constructing educational content in educational institutions based on a competence-based approach [4].

The recommendations of the EP and the CE have become a guideline for defining key competences in state educational documents of European countries, including Ukraine. In particular, the new educational standards of the domestic school are based on the above recommendations, but are not limited to them.

The modern understanding of the competence-based approach in general and key competences in particular contains state documents that guide and regulate the educational policy of Ukraine, namely: Concept of the New Ukrainian School (2016), State Standard of Primary Education (2018); Typical educational programme of general secondary education institutions of the third degree (2018); Law of Ukraine “On Education” (2019); Law of Ukraine “On Complete General Secondary Education” (2020); State standard of Basic Secondary Education (2020); Typical educational programme for 5–9 grades of general secondary education institutions (2021).

These documents quite clearly declare the competent paradigm of domestic school education, the need to form students’ life skills (“life skills”), which in the future would allow them to feel free and comfortable in the modern world space. The main characteristic of the competence-based approach is a shifting emphasis from the learning process to its results. And the most urgent problem of the modern school is the formation of key competences of students, that is, their ability to apply their knowledge in practice in real life situations.

In connection with the reform of the “New Ukrainian School”, scientists and educators of Ukraine have significantly increased attention to the development of issues of competence-oriented education and the implementation of their results into practical life. It is not only about updating the content of education, but also about radical changes in the organization of the educational process and its management, in new approaches to teachers’ activities, in ways of assessing students’ educational outcomes, in the development and implementation of educational technologies and more.

The purpose of competence-oriented teaching foreign language communication of students in grades 5–9 of IGSE, including gymnasiums, is to direct the educational process to the formation of students’ ability to integrate the acquired knowledge, formed skills and abilities, acquired educational experience, worldview values, attitudes and beliefs with active creative independent research activities within the guidelines outlined by the curriculum in the process of selection and use of language and information material or the production of oral and written texts and for the

identification of foreign language statements in the process of their perception during reading and listening [5, p. 7]. The leading means of realizing this goal is a competence-based approach to the organization of teaching in IGSE on the basis of key competences as a learning outcome.

Eleven key competences in the model programme of foreign languages for grades 5–9 include: *Fluency in the state language. Ability to communicate in native (if different from the state) and foreign languages. Mathematical competence. Competences in natural sciences, engineering and technologies. Innovation. Environmental competence. Information and communication competence. Lifelong learning. Civic and social competences. Cultural competence. Entrepreneurship and financial literacy* [5, p. 9–11].

The basis for the formation of key competences in a foreign language is formed by foreign language subject competence and its components: communicative, sociolinguistic and linguistic competences. Such components of foreign language communicative competence as “Auditory perception” (listening), “Visual perception”, “Oral interaction”, “Oral expression”, “Written interaction”, “Written statement”, “Online interaction” refer to the content lines that determine the internal structure of the foreign language educational field and systematize its specific expected results.

Consequently, competence-oriented teaching a foreign language can be defined as teaching aimed at comprehensive mastering key competences by students, which ensure their preparation for communication, taking into account various communication situations. Such training involves the formation and development of student’ readiness to carry out interpersonal and intercultural communication in a foreign language in oral and written forms within the most typical spheres and topics of communication available to them, as well as the ability to apply the experience they have learned in specific educational and life situations.

In our opinion, the actualization of the competence-based approach is caused by such factors as: a) transition to a new educational paradigm; b) introduction of new educational standards and preparation of the latest textbooks on their basis; c) orientation of school education on the formation of key competences; d) inefficiency of the knowledge paradigm, in particular the lack of students’ practical skills.

References

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