



Language Competence as Part of Language Education: Structure, Content

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ABSTRACT

The core of language education lies in one’s ability to comprehend and produce language effectively. The skill to communicate proficiently using language in varying settings and with diverse individuals is known as communicative competence. In order to attain this goal, language learners should enhance their knowledge on various language aspects such as grammar, vocabulary, pronunciation, and discourse, along with improving their ability to effectively communicate. This article explores how language competence contributes to the development of language through analyzing its structure and content.

Keywords:

assessment, linguistic, communicative, compensatory, pedagogical, cognitive, phonemic, orthographic, lexical.

Introduction: At a non-linguistic university, the process of students’ understanding of the organic connection of the components of humanitarian and technical education plays an important role: knowledge of foreign languages, communication skills and success in the communication process allow graduates to practically solve the life and professional tasks that lie ahead. Modern language teaching develops in an integrated way and is therefore constantly evolving [1]. Language teaching is a process of transition from a goal to a result, including studying foreign languages, implementing common approaches, and, in part, a single conceptual apparatus. In many respects, this depends not only on the acquired knowledge, skills, and abilities but also on some additional qualities, for which the term competence is used, which better corresponds to the understanding of modern educational goals.

Literature review. The introduction of this concept into the normative and practical basis of the updated educational content assumes the presence of key competencies, which are considered specific educational goals. There is

no consensus among modern scientists on the definition of key competencies and their number. In the monograph “Pan-European competencies in foreign language competence: study, training, assessment”, a group of general competencies that allow you to perform any activity and a group of communicative competencies that allow you to perform activities using appropriate language means are distinguished. The content and essence of the concept of communicative competence as one of the main goals of education in the study of foreign languages is revealed in the works of many researchers: M.A.Akopova, N.Y.Alexandrova, L.Bakhman, I.L.Bim, E.D.Bozhovich, M.E.Vyatutnev, N.I.Geiz, D.Himes, M.Canale, S.Savignon [2] and others Yu.G.Fokin defines communicative competence as the ability and willingness of a specialist to choose a communication behavior appropriate to an authentic communication situation while correctly applying the norm system of a foreign language, as well as the ability for further communicative self-development [3].

In modern research, communicative competence is considered a complex integrative whole, which is a system of

linguistic, communicative, compensatory, pedagogical, cognitive, and sociocultural knowledge and skills, as well as upbringing and education with a foreign language as a linguistic, language-didactic-methodical category, since their Objectives Determine content, methods, principles and teaching materials. N.D.Galskova and E.I.Solovtsov do not consider communicative competence as fundamental and identify interconnected and interpenetrating competencies: language, foreign language communication, linguistic and pedagogical competencies formed during the development of foreign language activities [5]. The studies of T.N.Astafurova, M.Bayram, L.V.Bakhman, A.L.Berdichevsky, I.L.Bim, E.A.Bystrova, E.A.Ya.Grigorieva, I.A.Zimnaya, R.P.Milrud, K.Minyarbelorucheveva, devoted themselves to the theoretical understanding of the composition of communicative competence and the attribution of linguistic competence in it. Safonova.E.V. Tikhomirova. Language competence is interpreted ambiguously in the methodology of foreign language teaching and is used as a synonym for language competence. However, the distinction between language and language competence is rather conditional. In addition, in the modern theory of foreign language teaching, the concepts of linguistic and linguistic competencies denote a set of linguistic knowledge, skills, and abilities, the mastery of which allows foreign language activity to follow the linguistic norms of the language being studied in various fields of activity, and also develops students' language skills [5]. Linguistic competence includes the mastery of phonemic, orthographic, lexical, and grammatical means and, according to N. Chomsky, is an ideal grammatical knowledge that always correlates with knowledge of the language system. The basis of language competence consists of two components: the knowledge of which the rules are taught and the ability to understand and produce language. For speaking practice, it is not enough just to develop language skills: knowledge of a foreign language includes language and communication skills, that is, knowledge (ideas) about the language system

and its structure; Phonetics, vocabulary, word structure, and word formation, morphology, syntax and basics of text style; and the ability to apply the language system in practice.

In the Council of Europe monograph, the structure of language competence consists of lexical, grammatical, semantic, phonological, orthographic, and orthoepic competence. V.V.Safonova in her work [6] proposed a detailed structure of language competence: 1) language knowledge of the rules of lexical and grammatical design of phrases and super phrasal units, 2) language skills for recognizing lexically and grammatically acceptable utterances in a foreign language, 3) Linguistic skills in linguistic observation and generalization of their results in the form of rules and language algorithms. Despite the diversity of the component composition of language competence in the works of various researchers, there are partial phonetic, lexical, and grammatical competencies that need to be trained in foreign language learners, which remain common. It should be noted that acquiring knowledge about the language system, i.e., possessing language skills, is not an end in itself of modern education. The development of language competencies depends on the development of the student's personality, and his ability to apply knowledge about the system of the language being studied, i.e. the formation of pedagogical and linguistic skills and abilities that lie within the framework of language competence.

Research methodology. Language competency has received multiple definitions in various studies. In Russian science of the late 80s and early 90s, A.L.Berdichevsky the idea of training linguistic, language-cultural, and communicative competencies. The main components for mastering communicative competence are linguistic and linguistic-cultural competencies. Following I.A.Zimnaya, A.L.Berdichevsky understands language competence as knowledge about the language system and the rules of its functioning in foreign language communication, and background mechanisms of language activity

[8]. To master a foreign language in the course of speech activity, it is necessary to know the language, master speech activity, and the system of a foreign language, i.e. linguistic competence is a prerequisite for communication since speech activity occurs because communicants possess the speech system.

Thus, language competence consists of the following main components: cognitive, active, and motivational, which form the basis of our understanding of language competence. We clarified this concept in the formulation: the integrity of motivation, the ability to recognize these speech and language units, to find reasons for the combination or differentiation of linguistic phenomena and linguistic facts, to analyze linguistic phenomena, to assemble parts into a whole language units according to models, patterns and the willingness to implement them in different communication situations, to structure and to include structural components such as motivation, cognitive and operative activity. As mentioned above, linguistic competence is an important part of communicative competence and we consider it as a complex synthesis of its components. Traditionally, the structure of language competence includes a component that forms the cognitive (cognitive) sphere of personality; a component related to the regulation of educational and cognitive activities; a component related to the student's value, motivation, and emotional sphere; a practical component (possession of skills); an emotional-voluntary component (possession of certain personal characteristics).

In the previous paragraph, based on the analysis of modern pedagogical conditions and the proposed definition of competence, we selected the structural elements of competence. Based on the competency structure and taking into account the content of language competency, the following components of this competency can be distinguished. Motivational Component The motivational component is complex, dynamic, and multi-level, encompassing motives, goals, learning needs,

and improvement. It stimulates creative personality development and requires an interest in foreign language independence, which is reflected in the students' need for knowledge. Motivation is a product of cognitive activity, mobilizes creative forces to solve cognitive tasks, and affects the quality and depth of knowledge. Let's assume that students' language skills development will be more successful if they are satisfied with their activities and see the results. Awareness and motivation for the specific contents of the activity are formed in specially organized conditions of the educational process (cognitive games, pedagogical discussions, projects, etc.). Criteria for evaluating the motivational component in the development of language skills are Expression of creative individuality in dealing with the possibilities of a foreign language: The study of the motivational component of students at non-linguistic universities when learning a foreign language initially includes their willingness to use communicative strategies, the possession of diverse knowledge, skills, and abilities in dealing with linguistic means as part of language competence, which ensure the success of the communication process. From this, it can be logically concluded that the contents of the teaching material create prerequisites for successful communicative development and the development of thought processes intended to promote the synthesis of knowledge and its effective use in concrete communication situations.

Conclusion and recommendations. Mastery of the skills is achieved through a variety of communicatively oriented exercises aimed at learning the following types of language activities: listening and speaking. To assess the operative and active component of language competence of students of a non-language university in our study, it is proposed to use: 1) the technology of analyzing a specific situation in the form of an essay focusing on identification. Ability-oriented students are asked to enter an identified problem and use language tools to uncover it; 2) an imitation

game that reveals communication skills and tests students' ability to put the knowledge of a foreign language into practice; 3) an oral survey, which allows assessing the knowledge and attitudes of the students, their logical reaction skills and also shows how well the students orientate themselves in a foreign language subject. At the same time, it promotes the positive dynamics of the language training of the students. Competence largely depends on student motivation to develop the skills of its application in practice. These guidelines served as a theoretical basis for determining the degree of language competence development of students of non-language universities and highlighting the main direction of work on the development of this competence.

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