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КОМПЕТЕНТТҮҮЛҮКТҮН НЕГИЗИНДЕ ТИЛДЕРДИ ҮЙРӨНҮҮ ЖАНА ҮЙРӨТҮҮ

ПРЕПОДАВАНИЕ И ИЗУЧЕНИЕ ЯЗЫКОВ НА ОСНОВЕ КОМПЕТЕНЦИЙ

COMPETENCE-BASED LANGUAGE TEACHING AND LEARNING

Аннотация: Бул макала тилдерди окутууда компетенттүүлүк мамилени иштеп чыгуу көйгөйүнө арналган. Басылма "коммуникативдик компетенттүүлүк" түшүнүгүнүн абалын жана мазмунун жана компетенттүүлүк мамилесиндеги мугалимдер менен студенттердин ролун изилдейт.

Аннотация: Настоящая статья посвящена проблеме развития компетентностного подхода при обучении языков. В публикации рассматривается статус и содержание понятия «коммуникативная компетенция» и роль учителя и студента при компетентностном подходе.

Annotation: This paper is devoted to the problem of developing a competence-based approach in teaching languages. The publication examines the status and content of the concept of "communicative competence", and the role of teachers and students in the competence-based approach.

Негизги сөздөр: компетенттүүлүк, компетенттүүлүккө негизделген мамиле, компетенттүүлүккө негизделген билим берүү, компетенттүүлүккө негизделген тилди окутуу, коммуникативдик компетенттүүлүк, лингвистикалык компетенттүүлүк, социалдык-маданий компетенттүүлүк, лингвистикалык жана маданий компетенттүүлүк.

Ключевые слова: компетенция, компетентностный подход, языковое обучение, лингвистическая компетенция, социокультурная компетенция, лингокультурная компетенция.

Key words: competence, competence-based approach, competence-based education, competence-based language teaching, communicative competence, linguistic competence, sociocultural competence, linguistic and cultural competence.

Our world today is subject to constant changes, including globalization and the development of our society. Nowadays an important component of our life is not the accumulation of knowledge, but the development of certain skills and competencies that will help navigate and find the right solutions, adequately respond to various life situations, and contact other people. Therefore, it is necessary to master such skills that will allow a person to socialize and adapt to any realities of our time. The present paper will look at the importance of competence-based approach in language teaching and learning in school settings. The competence-based approach has been in existence for nearly six decades now. Competence-based education has its roots firmly in the Behaviorist tradition popularized in the United States during the 1950s by educators such as Benjamin Bloom. Competence-based education became popular in the U.S. during the 1970s where it was used in vocational training programs. The approach spread to Europe in the 1980s and by the 1990s, it was being used in Australia to measure professional-skills. Throughout its evolution, competence-based education has been known by a variety of names including performance-based learning, criterion-referenced learning, and capabilities-driven instruction [2,2004]. Competence-based language teaching is an application of the principles of competence-based education to a language setting [5, 2001]. Its earliest applications were probably in adult survival-language programs for immigrants. By the 1990s, the approach had become so widely accepted in the U.S. that refugees wishing to receive federal assistance were required to attend some kind of competence-based ESL program to learn the skills necessary to function in society [1,1986] [4,1982]. Competence-based language teaching demands that language be connected to a social context rather than being taught in isolation. It also requires learners to demonstrate that they can use the language to communicate effectively [5, 2001]. One of the goals of teaching languages is the development of a communicative competence, i.e.ability and willingness to carry out language interpersonal and intercultural communication with native speakers. Communicative competence is a certain level of proficiency in linguistic, speech and socio-cultural knowledge, skills and abilities, which allows the learner to communicate depending on the communication situation. A communicative competence has a complex structure and includes a number of competencies.

1.The most important component of communicative competence is recognized as linguistic competence, which includes knowledge of grammar and syntactic structures, vocabulary and phonetics of a target language. Linguistic competence is one of the main components of communicative competence. It includes a person's ability to use correctly grammatical forms and syntactic constructions in accordance with the norms of a target language. Linguistic competence as one of the main components of communicative competence is divided into language and speech competencies.

2.Sociocultural competence is the ability to build verbal and non-verbal behavior, taking into account the norms of societies that speak the target language. Sociocultural competence also includes knowledge of the national mentality, worldview, cultural awareness, ideas about a different socio-cultural community. Sociocultural competence is divided into the following types:

A)Sociolinguistic competence presupposes the ability to choose a linguistic form and method of linguistic expression that is adequate to the conditions of the act of communication, i.e.communication situations, goals and intentions, social roles of communication partners.

B) Cultural competence includes the knowledge of the cultural peculiarities of target language and the ability to build their verbal and non-verbal behavior in accordance with the norms.

C) Linguocultural competence involves mastering non-equivalent vocabulary (idioms, proverbs and sayings, other culturally marked words); background vocabulary, realities that are

characteristic for the target language; means of conveying the realities of the native language in a target language.

The development of linguocultural competence can be carried out on the basis of authentic texts of different types and genres. The text, in turn, acts as a universal component for explaining the specific content of concepts, since the text, modeling situations, corrects the shades of the word meaning and carries value cultural information. Under such circumstances, the text is the basis and at the same time a mechanism for the formation of linguocultural competence. Communicative competence is an integrative concept that includes both the skills and abilities to perform actions with linguistic material, and knowledge about culture, skills and abilities. Nowadays, the culture-forming function of education is greatly increasing, which from a method of transferring knowledge from generation to generation turns into a method of developing culture, forming a worldview, national mentality. For example, through the study the traditions of English-speaking countries, their customs, students get acquainted with the culture, history, national mentality. In competence-based language teaching a competence can be understood as the final task specified at the end of a learning module. In competence-based approach students learn to use the language in authentic situations likely to be encountered outside the classroom. For instance, a student might have to fill out an application form, provide a personal medical history, or give directions on how to complete a specific task. Although students must practice in order to become competent, competencies are not practice activities. Competencies are not activities done for the sake of giving a student a grade, nor are they done only to allow a student to become better at a task. Competencies are practical applications of language in context. Well-designed competencies include several components. First, they describe the specific knowledge and skills that can be applied to novel and complex situations. The knowledge and skills must have value beyond the classroom because if you teach the principles and how to learn, that knowledge will be useful for a student's whole lifetime. For example, the ability to understand emergency instructions is important outside of the classroom and that knowledge will be useful for years in the future. Next, each competency must have clear performance criteria that allow students to know where they are and what they need to work on to improve. Each task requires its own specific rubric identifying specific weaknesses and strengths. Finally, the competency must be personalized [6,2012]. Poorly designed, non-explicit criteria and tasks will likely lead to probable failure since it would be difficult or even impossible to specify what needs to be done and to determine whether or not such competencies have been achieved. Competence-based language education requires a new approach to teaching. Classes must be student-centered with a focus on what students can do. The ability to recite grammar rules or to identify errors in a written practice is not sufficient to measure competence. Students must demonstrate that they can accomplish specific tasks that are likely to be encountered in the real-world using the target-language. Instead of being knowledge-focused, competence-based courses are built around the skills necessary to carry out specified tasks. Suppose the specific competence is to "make a telephone call to a person". What skills would be needed to complete such a task? Several skills, including:

- 1) the ability to read and understand telephone numbers;
- 2) the ability to identify oneself when answering or calling;
- 3) the ability to ask to speak to someone;
- 4) the ability to respond to a request to hold the line;
- 5) the ability to express opinions politely following the target language conventional cultural norms;
- 6) the ability to use past tenses; and

7) the ability to provide relevant information.

In this example, daily lessons would be planned around information and activities that addressed these individual subcomponents. At each step along the way, students would receive information providing feedback about their individual progress toward mastering the competency. The role of the teacher changes from one of being an information-giver to that of a facilitator. This does not mean that teachers no longer give information, but that they give different types of information and deliver it in different ways. Teachers provide the materials, the activities, and the practice opportunities to their students. The quality and authenticity of these materials are central to the success of class. Planning becomes a central part of the teaching process. First, each competence must be identified. Each competence must be subdivided into the relevant skills. Modules must then be developed which allow students the opportunity to learn and practice those skills. Teachers must determine exactly what and how well students must perform in order to master the competence. Specific rubrics assessing each competence must be developed and made public to the students from the beginning of the lesson [1,1986] [5, 2001]. Teachers will have to devote large amounts of time to creating activities related to the specific skills necessary to fulfill the competency requirements. Significant time will also be required to assess students and provide specific, directed, and personalized feedback [5, 2001]. The role of the student must also change. Students will no longer be able to rely only on the teacher and the classroom to be the primary sources of information. Students take an active part in their own learning and work toward being autonomous learners. They learn to think critically and to adapt and transfer knowledge across a variety of settings. Because expectations and standards are clear and precise, students have to be committed to continuing to work on each competency, mastering it, and then progressing to another [5, 2001] [6, 2012]. Students may be resistant to this approach in the beginning, especially if they do not see any real need for learning the language. Successful classroom interaction depends on student participation. Students need to find ways to motivate themselves and find ways to apply information to their own lives and to integrate it into the classroom. Students must be willing to challenge, to question, and to initiate in the competence-based language teaching classroom. Although teachers are free to develop the strategies and tactics most likely to work in a given educational setting, the design of a competence-based language teaching syllabus is different from those of more traditional classes. Rather than being organized around specific language topics, competence-based language teaching courses are developed around competencies and the skills necessary for mastery. Each day and each unit focus on the skills necessary to move students along the path toward mastery. Syllabi must include performance activities that allow the student to practice the requisite skills.

This may require a shift in both thinking and organization. In many traditional classes, lessons are likely to be organized by topics such as present tense, past tense, irregular past tense, future tense with be going to, and so on. While these topics will still be taught, they will not drive the lesson nor will they be the focus. Instead, if a specific competence requires a student to use the past tense, then teachers will introduce that form and the vocabulary necessary for the specific task. The tense would be taught as an integral part of the lesson, along with relevant vocabulary, register, pronunciation, and so on. This suggests that, rather than being taught as a unit, the past tense may be introduced in multiple units depending on need. This allows modules to build on each other and students to practice skills learned earlier. Class materials must be oriented to doing rather than knowing. There should be few exercises that require students to fill in the blank, circle the right answer, or specifically test only grammar. Rather, each task should be developed around a real-world situation requiring the use of some or all of the components of the specified competency.

For example, if the competence is “giving personal information”, then tasks must require students to use knowledge about self to produce such information. Students might practice by creating a family tree, talking about favorite pastimes, or describing what they did over the weekend. Notice that the student is required to do something with the language [5, 2001]. Each of these activities requires the student to present knowledge about self. The activities in the competence-based language teaching classroom must be oriented toward the ability to successfully complete a real-world task. The most effective materials will be authentic sample texts related to a specific competence (e.g., completed job applications; recordings of a complaint about a service). The materials help provide students with the essential skills, knowledge, attitudes, and behaviors required to meet the competency standards. In a competency-based curriculum, students are rewarded only for successful completion of authentic tasks. Ideally, at the beginning of a course, each student is given an initial assessment determining the level of proficiency. Students then proceed to learn the material, at their own pace, getting lots of informational feedback from the teachers. Students know, at every level of their work, where they are and what they need to do to meet the competency standards.

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