

CONTENT AND CHARACTERISTICS OF THE MAIN COMPETENCIES OF TEACHING FOREIGN LANGUAGES

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Abstract: *The article highlights the features of teaching foreign languages using modern technologies in digital age. Currently, using various competencies are required from teachers, that's why the most used and relevant in teaching foreign languages is the competence-based approach. The logic of the competence approach presupposes the formation of skills and the development on their basis of such abilities that allow a person to realize himself to the maximum in a given society.*

Key-words: *competence, social interaction, linguistic and non-linguistic factors, types of competence*

INTRODUCTION

The exchange of information through speech is a necessary condition for the existence of people in society, without which the complete formation of the whole personality, as well as the mental functions, processes and characteristics of the individual, is impossible. Communication is a complex process of establishing and developing contact between people (interpersonal communication) and groups (intergroup communication), which arises from the need for joint activity and involves at least three different processes: communication (exchange of information), interaction (exchange of acts) and social recognition (recognition and understanding of the other).

Human activity cannot exist without communication, and since the second half of the 20th century, linguistics has focused on the social and functional aspects of linguistic analysis. In other words, the area of interest of linguists began to include the analysis of the mechanisms of language use to achieve the many goals that arise in the course of social interaction. During this period, linguistic research increasingly focused on pragmatics, and the main task of scientific research was the study of the function of language, not its structure. By taking specific cases of language use and taking into account the many factors (both linguistic and nonlinguistic) that influence the course of language exchange, and by analyzing utterances in light of these factors, the nature of the functionally determined changes that give individuality to speech in different communicative situations. It is now possible to establish. The prominent pragmatic focus of linguistic research is manifested both in the general conceptual positioning of the methodology of both sciences and in foreign language teaching techniques.

Currently, the most used and relevant in teaching foreign languages is the competence-based approach. This is due to the fact that, as a rule, previously subject knowledge or information acquired by students, as well as their skills and abilities, were not used in practical situations and professional activities. The logic of the competence approach, on the contrary, presupposes the formation of such skills and the development on their basis of such abilities that allow a person to realize himself to the maximum in a given society.

LITERATURE REVIEW

Competency is a key concept in competency-based approaches to education. An analysis of the sources shows that competency is a complex, multifactorial and interdisciplinary concept with no single value definition in the scientific literature. According to researchers, competencies vary in size, category, meaning, and logical structure and can be regarded as descriptions (characteristics, habits, etc.) of a competent person. The description of a competent person (characteristics, qualities of the person, its components) can be expressed as an overall education in the structure of the person, a system of personal characteristics, conditions arising from the acquisition of knowledge, skills and abilities (readiness, orientation, etc.), often related to competent knowledge and experience.

When characterizing the level of linguistic competence achieved as a result of training, the methodology broadly uses the term competence (from the Latin *competentis* - capable). Initially, the term indicated the competence required to perform a specific, primarily linguistic activity in one's native language. A competent speaker (listener) must form (understand) an unlimited number of sentences based on a model and have an opinion about an utterance, i.e., distinguish formal similarities (differences) between the two languages. As far as foreign language education is concerned, this concept was developed in detail in the framework of a study conducted by the Council of Europe to define proficiency in a foreign language, defined as the ability to perform any activity based on knowledge, skills, abilities and practical experience acquired during training.

In linguistics, the term "competence" was introduced in the mid-20th century by the American scientist N. Chomsky, who used the term "linguistic efficiency," which is semantically opposite to the term "language use. The difference between these terms was the level of knowledge of the "speaker and listener" about language and its practical use, or speech activity. In the 70s of the last century, followers of N. Chomsky began to interpret the term as the concept of potential knowledge of language and the actual speaker's knowledge of language, or linguistic competence, and its use in actual speech in all actual situations, or "linguistic activity. "D. Slobin articulated the content of these concepts, emphasizing that "one can communicate practically, i.e., in a particular situation, only if one has the ability to speak and understand theoretically."

F. Delamage and J. Wintegton describe competency as the standard behavior required by a certain activity, and competence as the level of compliance with this

requirement (standard), that is, the final result of demonstrating competence. In the definition of O. Permyakov, competence means the description of the generalized qualities of a person to work in certain fields as a result of training a graduate of a vocational educational institution. In his opinion, "competency is the ability, knowledge, skills and qualifications of the subject of activity to be reflected in an integral way, showing his readiness to perform tasks within a specific type of activity".

A person's communicative competence allows him or her to interact with others in everyday life, education, industry, culture, and other spheres of life, using various sign systems (of which language, of course, occupies a dominant place) [6; p. 6]. The term "communicative competence" was introduced by the American anthropologist D. Hymes (1972), who believed that speech has its own rules, that grammatical rules follow those rules, and that assimilation of those rules guarantees the ability to use language in the process of communication. He believed that this was guaranteed. The communicative competence is one of the basic elements of the communicative culture of modern man. It reflects the values one holds toward language, the need to recognize and understand the social and psychological aspects of communicative events, and the readiness to organize one's speech behavior in these events according to the norms and laws of social life.

RESULTS AND DISCUSSIONS

Communication competence is usually understood as the ability to establish and maintain the necessary contact with others. Competence includes a set of knowledge and skills that ensure the effective flow of the communication process. Communicative competence is considered a system of internal resources necessary to build effective communicative action in a particular range of interpersonal interactions. Research on communicative competence has identified three components: communicative knowledge, communicative skills, and communicative competence. Communicative knowledge is knowledge about what communication is, its types, stages, and patterns of development. It is knowledge about what communication methods and techniques exist, what their effects are, and what their capabilities and limitations are.

It is also important to know of what methods are effective in relation to different people and different situations. This domain also includes knowledge of the degree of development of specific communication skills in oneself and which methods are effective and ineffective in one's own performance. By communicative competence we mean the ability to formulate a written message in an appropriate form, the ability to give a speech, the ability to harmonize external and internal expressions, the ability to receive feedback, and the ability to overcome communication barriers. The ability to build communication on a humanistic and democratic foundation, the ability to create a favorable emotional and psychological atmosphere, self-control and self-regulation, the ability to organize cooperation, the ability to be guided by the principles and rules of professional ethics and etiquette, the ability to listen actively, and the group of social perception skills.

The social perception competencies are: the ability to perceive and evaluate appropriately the behavior of the other person in communication; the ability to recognize the other person's state, desires, and motives for action through nonverbal signals; the ability to form an appropriate image of the other person as a human being; and the ability to create a good impression. Communicative competence is the individual psychological characteristic of a person that fulfills the requirements of a communicative activity and guarantees its rapid and successful implementation. Understanding competence determines the strategy for building its diagnostic system. That is, to inventory the components of competence and to select or create corresponding diagnostic procedures to assess each component.

The implementation of modern personality-oriented educational technologies is impossible if the teacher does not have a sufficient level of communicative competence, is not ready to flexibly manage the process of interaction during training and education, apply communication technologies, promote mutual understanding, etc. The development of the communicative competence of the teacher can also be considered as one of the ways of development and self-realization of participants in the educational process, including improving the quality of education.

Communicative competence in its modern interpretation includes the following types of competence: linguistic, sociolinguistic (speech), discursive, strategic, social, sociocultural, subject, professional.

Let us characterize the content of various types of competence formed in language classes and which are the ultimate goal of language teaching and language acquisition.

Linguistic (language) competence is knowledge of the language system, the rules of functioning of language units in speech and the ability to use this system to understand other people's thoughts and express one's own judgments orally and in writing. Linguistic competence ensures the cognitive culture of the student's personality, the development of logical thinking, memory, imagination, mastery of the skills of self-analysis, self-assessment, as well as the formation of linguistic reflection as a process of awareness of the student's speech activity. It involves mastering a certain amount of formal language knowledge and the corresponding skills related to various aspects of the language - vocabulary, phonetics, grammar. This raises the question of what words, grammatical structures, intonemes are necessary for a person of a particular age, profession, etc. to ensure normal interaction in the language being studied. In this regard, it is interesting to compare the language repertoire offered in domestic and international textbooks within the framework of studying various topics and situations, for example, "Rest"/"Leisure"/"Animals", etc. Of course, words, grammatical constructions, intonemes, etc. are studied with the aim of transforming them into meaningful statements, i.e. they have a clearly expressed speech focus.

The American linguist L.F. Bachman presented a detailed structure of language competence, which includes the following competences: 1) organizational, consisting of

grammatical and textual, and 2) pragmatic, consisting of illocutionary and sociolinguistic [Bachman 1990: 89].

1) Organizational competence includes abilities associated with mastery of the formal structure of language, which are necessary for the creation or recognition of grammatically correct sentences, the coverage of their propositional content and the orderly connection into a text, i.e. consists of grammatical and textual competence. Grammatical competence determines the choice of words to express specific meanings, their form and arrangement in statements to express propositions, as well as their material embodiment in the form of sounds or written signs. Textual competence includes knowledge of the conventions of connecting statements into a text.

2) Pragmatic competence, in contrast to organizational competence, is connected with the relations between persons using the language and the specific context of communication. According to L. F. Bachman, it includes illocutionary competence, i.e. knowledge of the pragmatic conditions for performing the necessary functions of language, and sociolinguistic competence, i.e. knowledge of the corresponding sociocultural conditions for using these functions in a given context.

Language (linguistic) competence involves mastering a certain amount of knowledge and corresponding skills and abilities related to various aspects of language: phonetics, vocabulary and grammar. That is, the following components can be distinguished in the structure of language competence:

- phonetic-phonological (knowledge and ability to perceive and produce sounds and use intonation);
- lexical (knowledge and ability to use language units) and
- grammatical (knowledge and ability to use grammatical resources of the language)

competence. Let us give more expanded definitions of these components of language competence.

Phonetic-phonological competence includes internalized knowledge of the sound system of a foreign language, relevant perceptual and articulatory skills, the ability to adequately operate them in accordance with the language situation, as well as a set of internal instrumental-integrative motives, beliefs and values.

Lexical competence involves knowledge of the vocabulary of the language, including lexical (phraseological units, set phrases, individual words) and grammatical elements (belong to closed classes of words: articles, demonstrative pronouns, personal and possessive pronouns, prepositions, auxiliary verbs, conjunctions, particles) and the ability to use them in speech.

Grammatical competence is associated with knowledge of grammatical means and the ability to use them in speech. It involves the ability to understand and express a certain meaning, formalizing it according to certain rules in the form of statements; knowledge of grammatical rules that transform lexical units into meaningful statements; knowledge of grammatical units and means of expressing grammatical categories; possession of

grammatical concepts; skills and abilities to adequately use grammatical phenomena in speech activity in various communication situations to solve communication problems. That is, grammatical competence is a multi-component phenomenon that presupposes possession of certain grammatical knowledge, skills and abilities, and the ability to perform linguistic activities using the means of a given language.

Thus, we can say that the emphasis of teaching is not on language as a system, but on speech. However, speech is always situational, while the situation, in turn, is determined by place and time, the characteristics of the audience of communication partners, the purpose of communication, etc. In order to adequately solve communication problems in each specific case, in addition to linguistic competence, we need sociolinguistic competence.

Sociolinguistic (speech) competence means knowledge of the ways of forming and formulating thoughts with the help of language, providing the opportunity to organize and implement a speech act (realize a communicative intention), as well as the ability to use such methods to understand the thoughts of other people and express one's own judgments. Sociolinguistic competence is an important component of communicative competence, which is realized in the sociocultural conditions of language use. Sociolinguistic components, such as politeness formulas, norms regulating relations between representatives of different generations, gender and social groups; language codes of certain rituals in the life of society can influence all types of linguistic communication between representatives of different cultures. This competence implies the ability to choose a linguistic form and method of linguistic expression adequate to the conditions of the communication act, that is, the communication situation, goals and intentions, social and functional roles of communication partners.

It also means the ability to use language in a speech act. Some researchers also call this type of competence sociolinguistic, trying to emphasize the ability of the owner of such competence to choose the necessary linguistic form and method of expression depending on the conditions of the speech act: the situation, communicative goals and the intention of the speaker. To learn this, it is important for the student to know the semantic features of words and expressions, their change depending on the style and nature of communication, the effect they can have on the interlocutor. Here are some examples. When saying goodbye, in English you say "Bye-bye" with a falling intonation. What does this mean, what is behind it? After all, this is a threat, a warning. You may not know it, but here, as in life, ignorance of the laws of one of the parties cannot change the law itself and the inevitable consequences.

Speech act is a socially defined and nationally specific rules of speech behavior, implemented in a system of stable formulas and expressions accepted in situations of polite contact with an interlocutor prescribed by society. Such situations are: addressing an speaker and attracting his attention, greeting, acquaintance, farewell, apology, gratitude, etc. Each situation is served in the language by a group of formulas and expressions that

form synonymous series (for example, gratitude: Thank you; I am very grateful to you, etc.).

Basic formulas of speech act of the native language are learned at an early age, when parents teach the child to greet, thank, ask for forgiveness. With age, a person masters various styles of speech and behavior. The ability to correctly assess a situation, start and maintain a conversation with a stranger, competently express one's thoughts, distinguishes a person of high culture and education. The situation plays a key role in the culture of speech etiquette, since depending on the situation, the conversation can change significantly. Speech etiquette is focused primarily on the addressee - the person being addressed, while also taking into account the personality of the speaker.

Each national speech act places certain demands on representatives of its culture and has its own characteristics. However, the speech act of different nations is also characterized by some common features, with a difference only in the forms of implementing the speech norms of etiquette. Each cultural and linguistic group has formulas for greeting and farewell, respectful addressing of elders or elders. In order to develop sociolinguistic competence, a student of a foreign language must acquire certain knowledge about the traditions and customs of native speakers of a foreign language, develop the ability to choose and use adequate linguistic forms and means depending on the purpose and situation of communication, on the social roles of the participants in communication.

Speech act allows us to establish the necessary contact with the interlocutor in accordance with the existing norms of communication. In this regard, Speech etiquette is a socially defined and nationally specific rules of speech behavior, implemented in a system of stable formulas and expressions accepted in situations of polite contact with an interlocutor prescribed by society. 10 Such situations are: addressing an interlocutor and attracting his attention, greeting, acquaintance, farewell, apology, gratitude, etc. Each situation is served in the language by a group of formulas and expressions that form synonymous series (for example, gratitude: Thank you; Thank you; I am very grateful to you, etc.). Basic formulas of speech etiquette of the native language are learned at an early age, when parents teach the child to greet, thank, ask for forgiveness. With age, a person masters various styles of speech and behavior. The ability to correctly assess a situation, start and maintain a conversation with a stranger, competently express one's thoughts, distinguishes a person of high culture and education. The situation plays a key role in the culture of speech etiquette, since depending on the situation, the conversation can change significantly. Speech etiquette is focused primarily on the addressee - the person being addressed, while also taking into account the personality of the speaker. Each national speech etiquette places certain demands on representatives of its culture and has its own characteristics. However, the speech etiquette of different nations is also characterized by some common features, with a difference only in the forms of implementing the speech

norms of etiquette. Each cultural and linguistic group has formulas for greeting and farewell, respectful addressing of elders or elders.

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The selection of lexical units related to the formulas of speech act must be carried out on the basis of the frequency of the lexical unit, thematic significance, correspondence to situations of everyday speech communication, taking into account the age of the students, and the level of proficiency in a foreign language. comprehensive schools the language, it is necessary to include formulas and expressions of speech etiquette in the educational materials. The selection of lexical units related to the formulas of speech act must be carried out on the basis of the frequency of the lexical unit, thematic significance, correspondence to situations of everyday speech communication, taking into account the age of the students, and the level of proficiency in a foreign language.

At the level of vocabulary use, the lack of this competence is even more noticeable. It is unnatural for a child to address his own mother, calling her "mother", and it is absolutely unacceptable for a teacher to address his students "Hey, guys!". The same phrase "You look cute today", addressed to a little girl and an adult woman, in one case can be a compliment, and in the other a muted form of insult.

When determining the choice of grammatical structures, is it natural to invite a friend to have a snack, saying: "Would you be so kind as to have a hamburger with me at noon?" and, conversely, to invite the boss to lunch as follows: "Hey, buddy, let's grab something God sent!" One can continue to give examples related to this level of communicative competence or its absence. Summarizing all of the above, we conclude that sociolinguistic competence and issues of speech and language acceptability have much in common. The question arises, when can we begin to form this competence? First of all, at the stage of selecting language and speech material. But this is usually done by textbook authors.

When teaching phonetics, vocabulary, grammar in a communicative context, the teacher will certainly have more than one opportunity to take into account and form the sociolinguistic experience of students, provided that he or she has this competence. Analysis of any authentic material provides many examples that are valuable both in practical and in developmental and educational aspects. Language reflects the peculiarities of people's lives. By studying the diversity of expression plans, one can understand and learn a lot about the culture of different countries of the language being studied. All this leads us to the need to form sociocultural competence.

Sociocultural competence is a tool for educating an internationally oriented personality, aware of the interdependence and integrity of the world, the need for intercultural cooperation in solving global problems of humanity. Sociocultural competence, in the interpretation of I.L. Bim, includes sociolinguistic, subject, general cultural and regional competences (Bim I.L., 2002).

A. Cheitsa also considers sociocultural competence to be a complex phenomenon that includes a set of components related to different categories. In his opinion, the following components of sociocultural competence can be distinguished:

- linguistic regional component (lexical units with national-cultural semantics and the ability to use them in situations of intercultural communication);
- sociolinguistic component (linguistic features of social strata, representatives of different generations, genders, social groups, dialects);
- socio-psychological component (mastery of socio- and culturally conditioned scenarios, nationally specific models of behavior using communication techniques adopted in a given culture);

Just like sociolinguistic competence, sociocultural competence permeates the entire process of learning a foreign language. Let us give a few examples. We all know the words denoting colors: blue, black, white, yellow, etc. Such nouns as “pages”, “collar”, “market”, “lie”, etc. are also often used. However, if during a lecture students were asked to make up the most common and culturally significant phrases from these words, then with the word “pages” the majority would name the word “white”, and what is meant by the expression “yellow pages”, i.e. advertising directories compiled according to the list of types of household services provided, many would not know at all. The same picture would be with the expressions “white/blue collars”. The phrase “I am going to the drugstore to buy a pen” will not seem strange to someone who knows that in America you can buy not only medicines in a pharmacy, but also postal and writing materials, chocolate, etc. Knowledge of background, non-equivalent vocabulary is necessary not only for translators, but also for everyone who wants to reach the level of an independent or competent user of a foreign language. This will help to avoid misunderstandings at the level of interpersonal communication, often caused by ignorance of socio-cultural features.

Thus, socio-cultural competence implies knowledge by students of the national and cultural features of the social and speech behavior of native speakers: their customs, etiquette, social stereotypes, history and culture, as well as ways of using this knowledge in the process of communication. The development of such competence in language classes is carried out in the context of a dialogue of cultures, taking into account differences in the socio-cultural perception of the world and ultimately contributes to the achievement of intercultural understanding between people and the formation of a “secondary linguistic personality”.

Social competence is manifested in the desire and ability to communicate with other people, in the ability to navigate in a communication situation and construct a statement

in accordance with the communicative intention of the speaker and the situation. This type of competence is also called pragmatic competence, wishing to emphasize the ability of a language speaker to choose the most effective way of expressing a thought depending on the conditions of the communicative act and the goal set. Here it is very important to develop a sense of tolerance or, in other words, a sense of readiness to listen and understand a point of view different from yours. Here the principle "Who is not with us is against us" does not work, but harms [20, pp. 10-16].

Researchers of social competence distinguish the following three components of its structure:

1. The component associated with goal setting: the ability to take responsibility, participate in decision-making, set a goal and plan a result, analyze and adjust.
2. The component associated with orientation to others: the ability to understand and take into account the feelings and needs of other people, manage your emotions in communication.
3. The component associated with social mobility and human activity: studying the environment to identify its capabilities and resources, willingness to use new ideas to achieve the goal.

The mechanisms of social competence are classified as follows: traditional: a person's assimilation of norms, standards of behavior, views, stereotypes that are characteristic of his family and immediate environment; institutional: through various institutions of society, where the accumulation of experience of socially approved behavior, conflict-free fulfillment of social norms occurs; stylized: through subcultures; interpersonal: through significant persons; reflexive: understanding of one's place in the system of relationships with others, as a result of which personal development occurs.

Thus, social competence occupies an important place among the factors of successful human functioning in changing social circumstances. Social competence is understood as a system of knowledge about social reality and one's own personality, a system of complex social skills and interaction skills, behavioral scenarios in typical social situations that allow one to adequately adapt, make decisions with knowledge of the matter, taking into account the current situation.

Strategic (compensatory) competence is a competence that helps a student fill in gaps in language proficiency, as well as speech and social experience of communication in a foreign language environment. Possession of it enables:

- when reading: a) anticipate the content of a text based on its title, genre, table of contents in a book; b) guess the meaning of unfamiliar words based on the context, topic, situation; c) choose the correct meaning of the word you are looking for when consulting a dictionary; d) guess the meaning of an unfamiliar word based on familiar elements of its structure (root, suffix, etc.);

- when listening: a) guess the meaning of a word or phrase based on the context; b) ask a partner for help during interpersonal contact (for example, ask them to repeat what was said);

- when speaking: a) simplify a phrase based on known words, speech patterns, and the structure of its construction; b) make corrections to your speech, using expressions like "Sorry, I'll say it differently," etc. Discursive competence (from the French *discours* - speech) means the student's ability to use certain strategies for constructing and interpreting a text. The concept of discourse means a coherent text, superphrasal unity.

The difference between a text and a discourse is as follows. If a text is understood as a certain abstract-formal construction, then discourse is texts generated as a result of communication. Consequently, a discourse is a speech work that, along with linguistic characteristics, has extralinguistic parameters that reflect the communication situation and the characteristics of the participants in the communication. Discursive competence is knowledge of the characteristics inherent in various types of discourses, as well as the ability to generate discourses in the process of communication. The most commonly used types of discourses in the educational and professional sphere of communication are reports, messages, discussions, interrogations, etc.

For a future specialist, professional competence acquired during training is also of exceptional importance. It ensures the ability to successfully perform professional activities and includes: a) knowledge in the field of didactics, methodology, psychology, linguistics and other sciences that are significant for the professional activity of a teacher; b) the ability to organize the educational activities of students and manage such activities; c) the ability to possess communicative competence that is as close as possible to the level of native speakers; d) personal qualities that ensure the effectiveness of pedagogical work (exactingness, politeness, responsibility, etc.) [14, pp. 138-143].

CONCLUSION

The main goal of teaching a foreign language is called the formation of communicative competence. At the same time, as already noted above, there are several levels of this competence. However, the component composition remains the same. Thus, communicative competence is considered as a unity consisting of several components, or competencies. Thus, when teaching foreign language speech, it is very important for listeners to acquire communicative competence, or the ability to speak in accordance with the speech situation. Acquiring communicative competence, i.e. knowing what to say and the ability to say it to a specific person in a specific speech situation, is necessary for complete, perfect mastery of the language, as well as the ultimate goal of teaching a foreign language.

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