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THE NOTION OF COMPETENCE IN TEACHING AND LEARNING ENGLISH LANGUAGE

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Abstract:

This paper is based on competence that is seen as a combination of language aptitudes an individual has for learning a foreign language. Such potential contributes to his/her attaining high levels of performance. This paper considers the following: the nature of communicative competence and some of its features, the importance of developing communicative competence among students, and the implications of communicative competence in English language teaching and learning.

Keyword: Features of competence, Linguistic competence, Communicative competence, teaching and learning.

INTRODUCTION

Competence - the ability to carry out a real, vital action and the qualification characteristics of an individual, taken at the time of his inclusion in the activity; since any action has two aspects - resource and productive, it is the development of competence that determines the transformation of a resource into a product.

Competence - the availability of knowledge, experience and skills necessary for effective activity in a given subject area. Competence (Latin *competens* - suitable, appropriate, appropriate, capable, knowledgeable) is the quality of a person who has comprehensive knowledge in any field and whose opinion is therefore weighty, authoritative. Competence - potential willingness to solve problems with knowledge of the matter; includes content (knowledge) and procedural (skill) components and assumes knowledge of the essence of the problem and the ability to solve it; constant updating of knowledge, possession of new information for the successful application of this knowledge in specific conditions, that is, possession of operational and mobile knowledge.



MAIN PART

Competence is the possession of a certain competence, that is, the knowledge and experience of one's own activity, which allow making objective judgments and making accurate decisions. (The definition was written by a person, perhaps with some competence, but without the necessary competence.) Sometimes there is competence without competencies, and all the time - competence is given to a person without competence. Competence in pedagogy is the creative ability to carry out one or another type of activity (in this case, pedagogical), with the developing differentiation of scientific knowledge into branch scientific knowledge, the emphasis is on the teacher's successful preparation of students for self-realization.

Competence in the field of independent cognitive activity, based on the assimilation of methods of acquiring knowledge from various sources of information, including extracurricular ones (Cognitive sphere); Competence in the field of civil and social activities (fulfilling the roles of a citizen, voter, consumer) (Society); Competence in the field of social and labor activities (including the ability to analyze the situation on the labor market, assess their own professional capabilities, navigate the norms and ethics of relationships, self-organization skills); Competence in the domestic sphere (including aspects of one's own health, family life, etc.) (Family); Competence in the field of cultural and leisure activities (including the choice of ways and means of using free time, culturally and spiritually enriching a person) (Personality). [2]

The languages as a subject was studied and is still being studied at school in three aspects: mastering the theory of language, developing spelling and punctuation skills and abilities, and developing speech culture. Traditionally, the priority is to study grammar, spelling and punctuation rules. It is the grammatical system that remains the main object of control during testing. The development of speech in the 11-year school goes in parallel with the main course and is perceived as an "appendage" to it. But is it possible to dispute the fact that success in the life of every school graduate depends on whether he has the skills of correct, accurate and figuratively expressive speech? The shortcomings of the speech culture of the modern schoolchild are well known. Why is it falling so rapidly? Why are our students, with rare exceptions, not eloquent? Why do many of them not know how to build a performance, to prove their point of view? There are many questions, but the answer is one: because today lessons are aimed at teaching language, not speech. And these concepts, although inextricably linked, are not identical, they should not be confused. Speech training is teaching language proficiency in certain conditions



of speech activity.[3]

Introducing the concept of "competence", it is necessary to revise the content and ratio of the types of tasks, among which the analysis and creation of texts of different types of speech and genres should take a worthy place. The field of second and foreign language teaching and learning has been an issue of debate for a long time. Various theories and methods of language learning have been introduced. Grammar translation method occupied the field of foreign and second language teaching for many decades and is still of use today. The field has also been dominated by the behaviorist theory and the idea that language is nothing but a social behavior that can be learned as any other behavior through the process of habit formation; and many language drills have been designed for this purpose. Learners may share the same aim of learning a language which is „being able to use it effectively“; but which ability is required for that? and how to achieve it? have been questions for both linguists and methodologists. In relation to language study and language teaching, it is worthy of mention that Chomsky's views of linguistic competence paved the way for two major theoretical developments; communicative competence and communicative language teaching. Harmer, who has studied Chomsky's theories and how they influenced language teaching, asserts that “Language teaching has never adopted a methodology based on Chomsky's work. But the idea that language is not a set of habits has informed many teaching techniques and methodologies.” [1]

With regard to this last argument, many scholars including. Communicative language competence can be considered as comprising several components: linguistic, sociolinguistic and pragmatic. Each of these components is postulated as comprising, in particular, knowledge and skills and know-how. Linguistic competences include lexical, phonological, syntactical knowledge and skills and other dimensions of language as system, independently of the sociolinguistic value of its variations and the pragmatic functions of its realisations. This component, considered here from the point of view of a given individual’s communicative language competence, relates not only to the range and quality of knowledge (e.g. in terms of phonetic distinctions made or the extent and precision of vocabulary) but also to cognitive organisation and the way this knowledge is stored (e.g. the various associative networks in which the speaker places a lexical item) and to its accessibility (activation, recall and availability).



Sociolinguistic competences refer to the sociocultural conditions of language use. Through its sensitivity to social conventions (rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community), the sociolinguistic component strictly affects all language communication between representatives of different cultures, even though participants may often be unaware of its influence.

Pragmatic competences are concerned with the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges. It also concerns the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody. For this component even more than the linguistic component, it is hardly necessary to stress the major impact of interactions and cultural environments in which such abilities are constructed.

CONCLUSION

In this paper, basic information about competence, several types of communicative competence have been discussed. We have also talked about the place the notion of communicative competence holds in the successful design of instructional models and their application to language teaching. Numerous scholars have pushed, through their theoretical approaches, many of us foreign language teachers toward the goals of developing language learners' communicative competence. But helping students achieve such competence in the classroom, however, is not at all easy as it places high demands both on teachers and learners alike. Any language teaching should aim to help learners acquire a practical mastery of the target language to be used communicatively in social contexts. Continuous study and research are essential if we are to fully grasp the process of adopting language teaching approaches that take communicative competence as their starting point for any language instruction.

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