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## **Communicative language competence as a purpose and result of education**

The article considers the main issues of formation of communicative language competence as a purpose and result of education. It is noted that one of the trends of recent years is the revision of concepts relating to not only educational content, but also rethinking its goals and results. In this regard, the reorientation of education evaluation takes place shifting from the concepts of «readiness», «education», «common culture» to the concepts «competence» and «proficiency». To determine the methodological differences between the subject-knowledge and competence approaches, it's necessary to define the conceptual content of the two terms that form the basis of this approach: «competence» and «proficiency».

*Key words:* Competence, competence approach, foreign language teaching, learners, multilingual education, English language teaching, foreign language learning.

For the first time the definition of communicative competence was given by D.Haymz. He stated that the statement has its own rules, which are subject to the rules of grammar, and learning, and their acquisition provides the ability to use the language in the process of communication. Then A. Hollidey defined communicative competence as an internal willingness and ability to verbal communication. Later, the description of communicative competence was given by Van Eck, who singled out the components of communicative competence:

- linguistic component — knowledge of vocabulary and grammar rules;
- socio-linguistic component — the ability to use and interpret linguistic forms in accordance with the situation, context;
- discourse component — the ability to understand and logically build separate statements in order to achieve semantic communication;
- strategic component — the ability to use verbal and nonverbal strategies to compensate for missing knowledge;
- socio-cultural component — a certain degree of familiarity with socio-cultural context;
- social component — the desire and willingness to cooperation with others, ability to manage a situation [1].

Therefore, competence is much broader than the most profound knowledge and in-depth skills, although it is formed on their basis.

It is still difficult to solve the problem of criteria for assessing the formation of competences and procedures of the assessment process. The active search for technology to solve this problem is under way abroad and at research and educational institutions of our republic.

Researchers identify different types of competence for different types of activity. For example, the Council of Europe (1990) highlights strategic, social, sociolinguistic, language and learning competences for language competence / proficiency. At the same time, in Russia the book by L.A. Petrovskaya appeared, which considered not only communicative competence itself, but also offers specific forms of training for the formation of «personality traits» [2]. Competence is much wider than the amount of knowledge and skills, as it implies experience of independent activity on the basis of the strongest skills of in-depth knowledge acquired not only at school, but also through self-education, in a club, from the mass media - under the influence of the whole educational area, natural, economic, social and cultural environment.

The fullest description of communicative competence belongs to L. Bachmann and V. Rivers. He uses the term «communicative language skills» and calls the following competencies:

- language (linguistic) competence — producing statements in a foreign language is possible only on the basis of acquired knowledge and understanding of a language as a system;
- discourse competence — coherence, logical statements;
- pragmatic competence — ability to transmit communicative content in accordance with the social context;

- spoken competence — ability to talk coherently without stress, in a natural pace, without lingering pauses to search for language forms;
- socio-linguistic competence — ability to choose language forms, «to know when to speak and when not to, when, where and in what manner»;
- strategic competence — ability to use communication strategies to compensate for missing knowledge in a real language communication;
- speech-thinking competence — willingness to establish communicative content at the result of speech-thinking activity, interaction of problems, knowledge and research [3].

Another researcher R.P. Milrood added informative competence to this classification, which is considered as an important component of communicative competence and the most important condition for inclusion in the process of communication. According to his point of view, it is necessary to shape information framework for the development of informative competence, i.e. the set of necessary concepts, such as established knowledge, language picture of the world, background and general outlook. The scientist defines communicative competence in a broad sense as an «area of successful communication» that exists as knowledge of the subject and the ability to extract a language out of memory, communication skills within the meaning of actions in the situation of communication, the usage of language outside the learning situation. The successful usage of competence approach to language learning means that students know a language, demonstrate communication skills and are able to operate successfully in the real world [4].

Classification of competencies presented in the table doesn't claim to have the comprehensive coverage of competence types. Our challenge is the need to classify the components directly included in the concept of «communicative language competence», or could have significant influence on the formation and development of competence in the language. In this regard, we consider these components from a pedagogical point of view, as a phenomena of the same order, interconnected ones, that are able to transform, to move from one to another (table).

Table

Classification of components of communicative language competence

Types of competence	Definitions
1	2
Social	Ability to communication, teamwork, conflict resolution and identification, understanding of others sociability, tolerance, social responsibility;
Strategic	Ability to identify and build the strategy and tactics of communication, to dwell on the future;
Subject	Knowledge and skills related to the phenomena of the world in their objective significance at the level of lexical and grammatical units;
Language	It involves the development of the necessary knowledge of a language as a sign system and a social phenomenon, its structure, development and functioning;
Linguistic	Mastering the basic norms of the literary language, enriching vocabulary and grammatical structure of speech of learners; the formation of the ability to analysis and assessment of linguistic phenomena and facts; possess the necessary knowledge of linguistics as a science
Professional	Practical skills of speech material selection and variety of forms corresponding with professional goals, conscious professional attitude to the linguistic material, motivation, willingness to achieve results;
Thesaurus	Ability to the adequate understanding of the picture of the world, understanding other languages and other cultures, harmony and comfortable existence in a multicultural society, dignified behavior, respect for the culture of other nations, the adequacy of its development and appropriation;
Pragmatic	Possibility of speech activity In accordance with the objectives of the communicative skills of cooperation, the perception of critics, provision and acceptance of feedback between the addressees of speech;
Rhetorical	Ability to apply skills of constructing persuasive speech in conjunction with language material in a situation of real communication;
Political	Ability to be responsible from positions of language policy, to participate in joint decision-making, manage conflicts nonviolently, to participate in the operation and improvement of democratic public institutions;
Discourse	Ability and opportunity to build discourse in educational, professional, social purpose, to build the logic of verbal behavior of participants of communication;

1	2
Informational	Ability to handle technology of finding and selecting information, understanding of their application, knowledge of the sides and ways of critical judgment concerning new information promoted by the mass media and advertising;
Communicative	It requires mastering all kinds of speech activity and culture basics of speaking and writing, basic skills of using language in the vital areas for age and communication situations;
Key	Ability to mobilize acquired knowledge and skills in a situation of real communication as well as practical experience in order to achieve the desired result;
Cultural	It involves understanding a language as a form of expression of the national culture, the relationship of language and history of people, cultural identity language, possession of norms of speech etiquette, culture of international communication.

When we speak about the communicative competence, some psychologists and linguists use two concepts to define the same phenomenon: «communicative competence» and «communicative proficiency». According to V. Sokolova these concepts should be distinguished. She believes that «in a broad sense communicative competence is presented as the ability to communicate, communicative competence — as the realization of this ability in the form of specific skills». Hence, the concept «communicative proficiency» is defined as: «This is an array of knowledge and skills in the field of verbal and non-verbal means for the adequate perception and reflection of reality in different situations of communication» [5; 99].

Justifying the concept of key competencies in communicating in the Kazakh, Russian, Uighur and Uzbek languages, K.L. Kabdolova takes into account «... kinds of speech activity and forms of speech:

- development of the ability to perceive oral communication;
- development of the ability to reproduce oral communication;
- development of the ability to perceive a written message;
- development of the ability to reproduce a written message;
- development of the interest in learning the language of an ethnic group, as well as creation of favorable attitudes toward culture and civilization in terms of a language space» [6; 111].

Another researcher N.Sh. Gallyamova considers the communication process as a special form of activity, a complex hierarchical organized structure with its own laws and mechanisms. This is a complex multifaceted process that can act as at the same time as a process of interpersonal interaction, and informational process, and as people's attitudes and influence on each other. This activity acts as a dialectical unity of its two sides: the inner side — speech activity and outer side — verbal behavior. The form of manifestation of verbal communication is verbal behavior of interlocutors and its content is their speech activity. «Thus, communicative competence determining successful communication is a complex multi-dimensional category, which is a synthesis of linguistic, cultural, psychological and social knowledge. Successful communication involves not just mastery of language, linguistic skills, but skills related to the knowledge of the laws of verbal communication with all its components» [7; 134].

The knowledge and skills of the strategic plan are complemented by abilities and skills of a particular character: the speaker's ability to simulate the listener's world and in accordance with that to organize their speech; the listener's ability to penetrate into the communicative intent of the speaker, and in connection with this plan for their communicative behavior; mastering of speech strategies and tactics that determine the deployment of speech communication, knowledge of genre peculiarities of speech strategies and tactics, the ability to read the interlocutor's nonverbal behavior. All this makes it possible to look for patterns of adequate, effective communication not only in the moral and ethical categories, language structures and intralinguistic system links, but also deeper — in certain cognitive and socio-cultural and psychological patterns underlying on the ground of communication.

Summing up all said above, we should note that the communicative competence, that ensures the success of the communication process, consists of several levels:

- Basic knowledge of linguistic laws and rules of the language studied that ensure the formation of thought and its expression in a statement;
- Knowledge of the laws of logical thinking, that are responsible for the display and interpretation of reality in the content of a speech utterance;
- Knowledge of the laws and norms of communicative behavior, the mastery of which allows us to achieve the speaker's optimum speech influence on the recipient and in accordance with adequate conditions of communication to build their verbal behavior;

– Knowledge of cultural character, penetrating into the target language and allowing to form the basics of the worldview of other cultures.

Language competence includes knowledge of language units and the rules of their connections. Knowledge of grammar in abstraction from the generation of units of communicative purpose is the database of communication acts. From this perspective, language competence is two-sided: it combines language and speech, and characterizes a person as a human being, speaking a language and the ability to use a language based on grammatical rules.

Linguistic competence, as opposed to language one, has a nature of knowledge relating to linguistics as a science. This aspect is realized by persons engaged in linguistics according to professional interests.

Subject competence is an integral part of communicative competence. Language reflects the words of the objects of the world and the relationship between them and forms a worldview in the speaker's mind. Subject competence develops on the basis of mastering common vocabulary.

Pragmatic competence is the ability of speech activities due to the communicative goals. Pragmatic competence involves the selection of language material, the ability to use variation forms. Pragmatic competence, as a basic component of communicative competence, implies that the speaker is able to communicate and can produce any statement, taking into account any condition in which the act of speaking is done, the recipient's status, the object of discussion, etc. On the other hand, pragmatic competence is the choice of the necessary forms, including the variant ones, choice of the type of speech, account of functional-stylistic varieties of statements.

Professional competence is close to pragmatic one. It includes elements of language and subject competences and implies the possibility of speech activities due to the peculiarities of the speaker's specialty, the content of professional duties, the specificity of communicative relationship of the staff and all participants to communicative acts. Professional competence requires the selection of language material and the variation forms, which correspond to the professional field of communication and reflect the originality of communicants' specialty. It means that speech competence is a part of professional competence and its achievement is possible on the basis of taking into account the specificity of a profession and the language of a specialty. However, a well-known term «professionally-oriented language», which is often referred to the concept of professional linguistic competence, we consider it to be one-sided, superficial.

In linguistics and lingvodidactics there is a concept of thesaurus and thesaurus competence. L.K.Zhanalina writes: «Language system is the content of language competence and linguistic picture of the world — thesaurus competence. The first one correlates with a language in the current understanding of linguistics and creates a verbal (semantic) level of language identity. The second one is related to the thesaurus (cognitive) levels of language identity. It occupies a special position, is correlated with a language as the existing structure, and with speech, because it is constantly a refined understanding of reality, is deepened, supplemented, especially because of speech activity: it is constantly accompanied by the knowledge of the speaker and the listener's knowledge. The adequacy of understanding the world picture, the availability of thesaurus depend on the competence of understanding another culture, harmony and comfortable existence in a multicultural society, dignified behavior, respect for the culture of other nations, the adequacy of its development and appropriation. Thesaurus competence connects the first component of language learning — knowledge of a language with the second one — the usage of language» [8; 18].

It is necessary to agree with the scientists' opinion in many respects, because it is reasonable, fair and convincing. However, in our point of view thesaurus competence can be seen as the main component of communicative competence when it comes to learning the second language, understanding of the language picture of the other world as the main goal of the learning process. Otherwise, thesaurus competence will be considered by us as one of the components of communicative language competence, which may be updated, and be a priority at some certain stages of the learning process.

In our point of view, the classification of competences in the language should be supplemented by an important component — rhetorical competence. Apart from the linguistic and lingvopr pragmatic aspects of teaching, formation of communicative competence should be linked to lingvocultural aspect, implying such an organization of language phenomena, which are updated by the cultural factors of thought and word.

The basis of this organization is the synthesis of linguistic and rhetorical knowledge of the structure of rhetoric as a discipline, integrated lingvorhetoric course, studying native or second language with elements of rhetorical knowledge. Regardless of how learning process will be built, we set one goal — to form a communicatively competent language personality possessing rhetorical competence along with the other components of communicative language competence.

In the works by M.R. Kondubaeva communication is seen as a complex speech activity, including its receptive and expressive types. According to the researcher, rhetoric is the science which provides a holistic approach to the establishment and development of a bilingual person, combining European and oriental culture. It is regarded as the norm of humanitarian education as the most important philological science that studies the formation of thought and speech, ways of its construction in all areas of speech activity. Rhetorical competence is a necessary component of professional skills of specialists in the humanitarian area [9].

In our opinion, we should consider the urgency of rhetorical competence for a personality in a wider sense, it is connected not only with a profession but also with activity in general. Language and speech being in opposition to each other, make up the language system. In any language system, regardless of the person there is its global component, subjected to the tendency of phylogeny. It is inextricably linked with the generative-transformational component of the language system as a whole and the tendency of ontogenesis related to dissipative phenomena of the same language system.

Rhetoric as an independent lingvocultural discipline reflects the characteristics of the speech ideal, historically formed and accepted in a given culture. The course of modern rhetoric allows students to understand both the culture of word and the culture of thought about the subject elected. The syllabus on the subject of «Rhetoric» is aimed at the development of a multicultural personality, having skills of persuasive speech and language competence.

The main task of the teacher is to provide student's understanding of the basic elements of the process of verbal communication in order to develop skills that are required for effective speech behavior and solving communication problems in a real situation of communication. It is important that the acquired knowledge and skills were perceived as sufficient, but not complete, and as a basis for future development of rhetorical competence, which should last during the life. Rhetorical aspect of language learning means understanding the principles and methods of work at speech, the ability to put into practice the skills of public speaking skills, to convince others by means of language and speech, to demonstrate their competence in the form of rhetorical complete speech acts that have persuasive force of impact.

Rhetorical competence, in our opinion, is the ability to apply in a situation of real communication skills in building persuasive speech in conjunction with language material, it is such a level of techniques and principles of rhetoric, which ensures the effectiveness of verbal behavior of the individual.

Scholars in the field of linguodidactics consider a competence as «the ability to select and implement programs of verbal communication and behavior on the background of the cultural context of the country of a language studied, as the ability to navigate in different situations, to assess a situation taking into account a topic, communication systems that participants of communication may have» [10; 5]. A.E. Carlinsky writes: «Competence is a static part and speech activity is a dynamic part of self-organizing communicative system» [11; 151].

Kazakh scholars in the field of linguodidactics are in the process of finding a particular central core of education, which is formed on the basis of core competences. To form and denote them there is a number of items, which are not completely linked: fundamental competencies, basic competencies, key qualifications, fundamental forms. These concepts are not equivalent, but each of them represents an attempt to approach to the level of education.

For instance, L.N. Karabaeva highlights personal competence, which «... is a regulator of personal achievements, pursuits of personal meanings in the communication with students, driving force of self-discovery, professional development, improvement of skills, sense of activity, development of reflexive abilities and formation of their own didactic style» [12; 13]. The researcher also notes that competence is the acquisition of ethnic and socio-psychological standards, stereotypes of behavior, the degree of handling communication techniques, and therefore, in communicative methodic systems one should foresee practical mastery of communication technique, rules of politeness, norms of behavior along with the mastery of language knowledge.

D.N. Kulibayeva highlights intercultural communicative competence as one of the basic competences in intellectual and creative model of the graduate from the school of international type such as: «Intercultural communicative competence as a final, quality result, reflects the mastery of a foreign language and is based on the lingvocultural conception of foreign education, where the subject of mastery is a comprehensive interdisciplinary construct, «other language — other culture-personality», and the purpose and achievable result in the conditions of national secondary school is the result of intercultural communicative competence with the main components that include the following: conceptual-cognitive, informational- accumulating, pragmatic-representing, context-communicative» [13; 272].

The analysis of research positions demonstrates that competence approach aims at the formation of skills and competences and it presents one of the most effective ways to achieve the result of education, which should be implemented firstly, based on the activity theory of learning. The responsibility to the society, demand, rather than the distribution of specialists, products, services, professional, not ideological orientation, personal attitude, but not passive performance, competence, rather than formal knowledge — the criteria defined a new perspective on education, the development of personality have nominated the phenomenon of human activity as the leading category in industrial and social life of society, updated the activity aspect in education.

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### Коммуникативтік тілдік құзыреттілік білім берудің мақсаты мен нәтижесі ретінде

Мақалада білім берудің мақсаты мен нәтижесі ретінде коммуникативті тілдік құзыреттіліктің қалыптасуының басты мәселелері қарастырылған. Соңғы жылдардағы ұстанымдардың бірі білім беру мазмұнындағы концепциялармен қатар, оның мақсаты мен нәтижелерін қайта ой елегінен өткізуге бағытталғаны айтылады. Бұл орайда білім беруді бағалаудың қайта бейімделуі «дайындық», «білім», «жалпы мәдениет», «құзырет», «құзыреттілік» ұғымдарымен қатар жүреді. Пәндік білім мен құзыретті көзқарастардың әдіснамалық тұрғыдағы айырмашылықтарын анықтау үшін, бұл көзқарастың негізін қалайтын «құзыреттілік» және «құзырет» ұғымдарының концептуалды мазмұнын айқындау қажет.

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### Коммуникативная языковая компетенция как цель и результат образования

В статье рассмотрены основные вопросы формирования коммуникативной языковой компетенции как цели и результата образования. Выделено, что одна из тенденций последних лет заключается в пересмотре концепций не только содержания образования, но и переосмысления его целей и результатов. В этой связи происходит переориентация оценки результата образования с понятий «подготовленность», «образованность», «общая культура» на понятия «компетенция», «компетентность». Авторы отмечают, что для определения методологического отличия предметно-знаниевого подхода от компетентностного необходимо определиться в понятийном содержании двух терминов, составляющих основу данного подхода, — «компетентность» и «компетенция».

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