

A. Jumayeva

*Research supervisor: O. Ye. Misechko,
Doctor of Pedagogical Sciences, Professor
Zhytomyr Ivan Franko State University
Language tutor: O. Ye. Misechko*

REALIZATION OF THE EUROPEAN RECOMMENDATIONS ON LANGUAGE EDUCATION IN THE MODERN SYSTEM OF TEACHING FOREIGN LANGUAGES

In the modern world, the internationalization of all spheres of public life makes the possession of at least one foreign language an urgent necessity for the practical and intellectual activity of a man. This circumstance becomes an essential factor of the social-economic, scientific, technical and general cultural progress of society and an important way of international integration. Many people understand the need for communicative skills in foreign languages and are eager to learn them.

Therefore, for a number of years the Council of Europe has been implementing a language policy aimed at the development of plurilingualism in European countries. In particular, it organizes and finances various projects in the field of teaching and learning foreign languages. The aim of these projects is to help all the countries of the European continent develop and reform their national curriculums in the field of foreign languages, exchange experience and teaching techniques, use modern methods of teaching foreign languages and so on.

The members of the Council of Europe tried to create a standard terminology, a system of units for describing the levels of language proficiency, regardless of the language that is studied and the educational context: country, institute, school, state or private form of education and methods that are used. As a result, a system of levels of language proficiency and a system of corresponding descriptors for these levels have been developed. These two complexes create a unified network of concepts that can be used to describe any certification system using the standard language and, consequently, any training program, starting with the setting of tasks – the objects of training and ending with the competencies obtained as a result of training.

The International Commission of the Council of Europe considers the notion of competence as general for defining the entity of key skills, basic skills, fundamental ways of learning, key ideas, pillars, and basic knowledge. According to the definition of the International Standards Board for Education, Achievement and Education (IBSTPI), the concept of competence is defined as the ability to perform activities, do tasks or work competently. The notion of competence

contains a set of knowledge, skills and attitudes, which enable the individual to act effectively or perform certain functions that are subject to certain standards in the detachment of the profession or other type of activity [1, p. 46].

The task of the new educational system is not only to give language knowledge, but also to teach to apply this knowledge in various fields of communicative activity. The activity-based approach allows taking into account the whole range of personal characteristics of a person as a subject of social activity, primarily cognitive, emotional and volitional.

All kinds of competencies help a person develop the ability of communication in one way or another and, therefore, can be considered as components of communicative competence.

Communicative competence presupposes the knowledge, and skills necessary to understand another participant of the interaction and generate one's own model of verbal behaviour adequate to the purposes, spheres, situations of communication. It requires knowledge of the basic concepts of linguistics (styles, types, ways of linking sentences in the text, etc.), skills of text analysis and proper oral communicative skills, i.e. skills of speech communication in relation to various spheres and situations of communication, taking into account the addressee and the goal.

In addition, an important aspect in the formation of general and communicative competencies is the correct choice of educational material, depending on the age and individual qualities of the students. The selected material is organized into training modules (units), each of which contains blocks that contribute to the formation of various skills of a foreign language competence and communicative competence in general [2, p. 144].

LITERATURE

1. Витвицкая С.С. Компетентностный подход к построению модели-профессиограммы магистра образования // Вектор науки Тольяттинского Государственного Университета: Серия: Педагогика, психология. – №4 (11). – 2012. – С. 45-48.

2. Загальноєвропейські Рекомендації з мовної освіти: вивчення, викладання, оцінювання: Рада з питань співпраці в галузі культури. Комітет з освіти. Відділ сучасних мов, Страсбург. – ред. С.Ю. Ніколаєва. – К.: Ленвіт, 2003.–273 с.