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## **NEW PROSPECTS FOR THE DEVELOPMENT OF COMPETENCE APPROACH IN FOREIGN LANGUAGE TRAINING OF STUDENTS**

The analysis of modern socio-cultural situation in Ukraine and the world enables to trace the current trend of education concerning the changing of the paradigm of teaching, taking place due to globalization processes, as well as to avalanche of information and rapid aging of knowledge and technology. This, in turn, reveals the phenomenon of "half-life of specialist competencies", when the results of professional/vocational training become obsolete after a relatively short period of time (from 5 to 15 years).

This problem can be solved through the introduction of the paradigm of continuing education of the specialist. One of the tools used in specialist's continuing education is a competent approach, which has become widespread in the last 15-20 years and is reflected in hundreds of thousands of scientific publications. Moreover, the competence paradigm acquires an interdisciplinary character when the issues of the competence approach are actualized in the context of the analysis of various educational problems.

According to the analysis of the content of the competence paradigm, the professional competence of a teacher is defined/outlined by a set of professional and pedagogical competencies, which includes such competencies as: 1) socio-psychological (teachers' readiness to solve professional problems) competencies; 2) communicative and professional-communicative competencies; 3) general pedagogical (psychological-pedagogical and methodological) competencies; 4) studying subject competencies; 5) professional self-realization competencies.

In the psychology of labour, competence is understood as an expression of professionalism being the highest level of performance, provided not only by relevant competencies, but also by professional orientation, personality and professionally

important qualities of the specialist, his/her life and professional experience.

The analysis of the implementation of the competency paradigm in educational sphere allows us to conclude that competence is an integral and dynamic characteristic of a set of certain competencies. In this way, the whole set of different competencies as certain qualities based on the synergetic principle of emergence "the whole is greater than the sum of its parts" (when the qualities of the whole are not reduced to the qualities of the elements of this whole) must be transformed into a fundamentally new systemic quality.

But the competence itself here is only a partial characteristic of the holistic personality of the teacher, since modern educational programs contain a lot of professional competencies. At the same time, the process in which a large number of competencies form a holistic personality covering professional image of the teacher is quite vague.

Under such conditions, the process of professional training reveals some problematic aspects since this process is based on the competence approach, involving the formation of certain competencies in the prospective professionals with the help of certain educational tools – including academic disciplines, each of which must ensure the formation of quite concrete competencies. At the same time, it is very difficult (if at all possible) to measure the level of formation of myriads of competencies in the students – the prospective professionals.

On the one hand, it becomes obvious to all educators who have recently immersed themselves in the process of preparation of accreditation documents that the use of the competence approach in the field of professional training needs a fairly simple algorithm

On the other hand, the result of professional training of teachers provides a holistic image of a teacher who is able to successfully and effectively perform his/her professional duties (solving professional problems, pedagogical situations) in a holistic non-algorithmic, nonlinear, contradictory and spontaneous process of professional and pedagogical activity. This teacher's image contains certain systemic-forming qualities that crystallize the whole system of this image according to the synergetic principle "the whole is greater than the sum of its parts". Under such conditions, the question arises, how does this holistic image of a teacher can systematically and holistically integrate diverse competencies.

To solve these problems, we use one of the tools of mathematical analysis, when the study of an incomprehensible function is realized by applying such a technique: first we equate the argument to zero, and then to infinity, which allows us to track what the function tends in two extreme cases.

Due to this approach, we can conclude that the result of professional training in the institutes of higher learning should be concentrated not only in the personality and professional qualities of a particular teacher, but also in certain qualities of the pupils / students participating in the educational process, because the student is the main object (being simultaneously a subject) of pedagogical influence, and at the same time – is *the result of teachers' professional training*.

The mentioned above enables to build a table showing the correspondences of educational phenomena.

Table 1.

## Model of correspondences of educational phenomena

<i>Forms of mastering the world by a man</i>	Epistemology	Praxeology	Axiology
<i>Socio-pedagogical mechanisms of human being's change in ontogenesis</i>	Development	Teaching	Upbringing
<i>Aspects of those who exercise socio-pedagogical influence</i>	Pedagogue	Teacher	Upbringer
<i>Aspects of those who are the objects of socio-pedagogical influence</i>	Participant in the educational process	Learner	Pupil
<i>Results / goals of socio-pedagogical influence</i>	Harmonious personality	Creative, competent, innovative specialist	Citizen-patriot
<i>Aspects of school as a social institution</i>	Secondary school	Higher / vocational school	Preschool / family school

The analysis of this model in the context of system-functional coherence of major educational phenomena allows us to dwell on the conclusion that the systemic reduction of competencies to simpler and more fundamental entities can be considered quite scientifically valid. The procedure of such reduction is a fractal-holographic modelling of pedagogical reality, which is realized through the extrapolation procedure of theoretical reduction, simplification, which as a method of scientific development of reality corresponds to the basic principle of systems analysis.

This conclusion is confirmed by the research of O.V, Tretyak, Director of the Institute of High Technologies (Kyiv Taras Shevchenko National University), whose experiments have shown that pupils and students better learn educational material made of the concepts having simplified, "fuzzy" semantic contours, which allows to unite them into integral semantic conglomerates, to establish logical connections between conceptually distant realities, theoretical objects. This corresponds to the creative – fuzzy, dialectical, ambiguous, metaphorical, multidimensional, nonlinear, creative – thinking and way of cognizing and mastering the world.