

## THE REALIZATION OF COMMON EUROPEAN COMPETENCE IN MODERN FOREIGN LANGUAGE EDUCATION

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### Abstract

The intercultural integration processes at the national and international levels are impossible without the modernization of the national education system. Active research for promising areas of the educational system of Kazakhstan and, as a consequence, the modern tendency development of secondary and higher education can talk about fundamental changes in the educational system of Kazakhstan. A foreign-language education doesn't play the last role in the intercultural integration of Kazakhstan, which will form the specialists who know a foreign language at a level recognized by the international community and responsive to the needs of society. Achieving these goals requires a revision of the old and the formation of new approaches to the teaching of foreign languages, which ultimately could ensure the implementation of a new social order. One of the most topical for today ways of building a new educational paradigm is a competence approach. The formation of professionals who know a foreign language at a level recognized by the international community and meet the needs of society is possible through the implementation of European competence. Competencies provide a solution to problems in various conditions, and are implemented in activities aimed at the generation and perception of texts in connection with certain themes and areas of communication, and with the use of appropriate strategies.

**Keywords:** *cross-cultural communicative theory, Common European competencies, the competence approach, control of formation of communicative ability, standard approach.*

Now at the wake of social renewal, striving for an open society and integration into the world of cultural and educational space is a generalization of the experience of bilingual and multilingual education, including foreign languages. Foreign language nowadays transformed into a leading discipline, standing in a row with special objects, as the value of the graduates on the labour market in the active development of international contacts is largely determined by the level of language training for young professionals.

The aim of higher foreign language education is defined as the formation of professionals who know a foreign language in accordance with the Common European Framework of Languages.<sup>1</sup> Achieving this aim is possible through the formation of a specialist, who owns the base of a foreign language in accordance with the requirements of the Common European Framework, as well as the foreign language for academic purposes, a foreign language for special purposes, the introduction of the planning of the educational process in foreign languages, adopted by the countries of the European Council, the formation of new content learning, correlated with the international and national standards. Cross-cultural communicative theory of foreign language education<sup>2</sup> at the present stage meets the requirements of social order, it prepares students for the practical use of language as a means of communication, provides them with intercultural communicative competence.

As we know, the traditional paradigm of knowledge-formal education has been replaced by competence.<sup>3</sup> Competence approach in teaching foreign languages is an association of language skills and practice of linguistic activity, a synthesis of all forms of competence. The new paradigm of education involves the creation of conditions for the formation of core competencies. For different areas and specialties identified general and specific jurisdiction. For the special language profile it is defined communicative competence, which is a multidimensional and multilevel phenomenon.

The usage of language and its study include human actions in the implementation process in which he as a subject of social work develops a number of competencies: general and

communicative. They are based on competencies that provide a solution to problems in various conditions, taking into account the various constraints and implemented in the activities and processes to the generation and the perception of the texts in connection with certain topics and areas of communication and the use of appropriate strategies. Learning a foreign language leads to the further development and modification of these competencies. Thus, it seems legitimate to speak of the competence approach<sup>3</sup> in the teaching of foreign languages. Competencies provide a solution to problems in various conditions and implemented in activities aimed at the generation and perception of the texts in connection with certain topics and areas of communication and the use of appropriate strategies.

Competence approach allows existing in Lingvodidactics contradiction between the assimilation of disparate knowledge about language learning and the need for an interconnected kind of speech activity, the complex formation of communicative competence.

Achieving the primary aim of foreign language education is possible through the formation of communicative competence, components which include linguistic, sociolinguistic, pragmatic competence.<sup>3</sup>

The formation of linguistic competence is based on the text. Widely used by tables, charts and rules followed by training activities. Therefore, the predominant language in the presentation of the material at levels A1 and A2 is an inductive way. The language material is organized according to the concentration, which at different stages of learning are different in terms of material and the nature of its location. Language material contained in the lexical, semantic, morphological and syntactic fields of one level gradually expands and becomes more complex. Assignments are mainly communicative in nature. The formation of language skills is essential in the first three levels of A1, A2, B1, since B2 level language skills are developed, and the student is also required knowledge of the language system. Phonetic, lexical, grammar material ranked by level, requirements for quality of language descriptors are defined by

European competences. Vocabulary exercises are formed on the basis of dialogic unity, existing in the text.

The formation of linguistic competence is the second class on the basis of the presented dialogue in training exercises and assignments of the communicative nature.

The formation of pragmatic competence and is also based on the texts. Since dialogical speech is the most characteristic manifestations of the communicative function of language, text-dialogues should be a model of oral communication.

Training of monologic speech is based on the sample-text of spoken monologic speech. This text should take the form of reports, descriptions, stories, etc. Samples of spoken dialogic and monologic speech should only be used at the first levels A1 and A2. As samples of texts should not be used fragments of literary works, as it was before. Starting from level B1 dialogic and monologic speech develops through situations and visual supports.

Texts for listening at levels A1 and A2 are short dialogues and monologues of up to 1 minute playing time. Starting from level B1 – there are pieces of radio and television interviews, telephone conversations, etc. The volume of text grows up to five minutes of playing time.

Listening is the foundation of communication; it begins with the mastery of oral communication. The process of perception takes place at a normal pace, characteristic for a given language, the natural noise of the speech and non-verbal nature. Texts for listening contribute to the expansion and consolidation of linguistic competence and the students' listening skills.

For training reading skills texts from newspapers and magazines are used, a volume of 15 words (level A1) up to 1200 words (level C2), modern short stories, excerpts of contemporary and classical literary works of different genres, pragmatic texts (abstracts, advertisements, instructions, recipes etc.) and non-fiction in all branches of knowledge. Since the authentic texts for reading, they allow students to shape socio-cultural competence as well. In teaching reading, students are required to provide texts with familiar language material containing 10-20% of unfamiliar vocabulary. Working on reading - understanding the content

of students significantly increase vocabulary, as the new language material included in the different types of texts. While reading, students complete the job to extract the desired information from the text read. All assignments have the same shape as targets of international tests.

The formation of written language suggests the presence of the sample, which acts as a personal or formal letter, an essay based on the scheme or graphics, newspaper articles, etc. Teaching to writing begins at the level of A1, but the emphasis on the formation of the communicative skills put to beginning from B1 level, when the linguistic competence mainly has already been formed in students.

Thus, based on the formation of communicative competence is changing the sequence of „listening, speaking, reading, writing,“ text-based samples of spoken and written language, the minimum amount which must be 5 for the levels A1, A2, and 3 of the text for the next level.

Authentic material which is used for the formation of linguistic and pragmatic competencies provides insight into the culture of the country of the language which is spoken, but the tutorial section should include material aimed at the formation of social competence. It can be pragmatic texts and visual materials (photographs, graphs, tables, diagrams), which represent in concise form information on the culture of the country of the language which is spoken.

By completion of the work on the topic, students were asked to fill in the Portfolio table for self-control and self-esteem, and then perform the test under Check your knowledge”.

Control of formation of communicative competence is done by means of tests. Current control is based on Portfolio, which involves self-control and self-assessment of students and anticipates the control performed by the teacher. Current control which is conducted by a teacher consists of tests on the materials of the covered section.

Control of formation of skills in speaking (monologue and dialogue speech) is carried out by the visual bases in the form of an interview in the mode « Teacher « student, the student « student ».

Control of formation of skills in listening is carried out by means of tests, which are made by analogy to international tests: multiple choice tests, tests of the «right» / «wrong» / «no information» answers to questions, tests for substitution.

Control of formation of reading is done through tests that can detect the level of reading comprehension. All tests were received by analogy to international tests: multiple choice tests, tests of the «right» / «wrong» / «no information» answers to questions, tests for substitution. The time of completing the tests depends on the level under control.

Control of formation of skills in written language is based on the situation and the limited time. For example, for level A1 for writing personal letters to play 20 minutes, to level A2 is 60 min. At the level of C2 to write an essay allocate 1 hour and 30 minutes. The volume of written assignments ranging from 25 words (level A1) up to 700 words (level C2).

For the final control over the levels used only international tests, which are not included in the textbook.

## **Conclusions**

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At a time when the structure of the labor market is changing faster than a change of generations, when new types of employment, the occurrence of which are difficult to predict, in first place in the preparation of bachelor nominated mastering them critical thinking skills, the ability to make their most educational route. The bachelor should, above all, learn to see the world from the perspective of different disciplines, and at the same time deeply master any discipline or interdisciplinary field in order to get the discipline or area of professional skills. At the same time, with an emphasis on the development of students' skills of creative, critical thinking, the state standard is based on the concept that it is the identity of the student who is at the center of the educational process. The center uses modern educational technology: cooperative learning at different stages of cognitive activities, discussions, case studies, role-playing and simulation games, project

method, brainstorming, contextual learning, block-modular approach.

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