

## COMPETENCE-ORIENTED TRAINING OF FOREIGN STUDENTS

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**Abstract.** The article proposes the analysis of the concepts «competence» and «competency», which are the main attributes of competency-based learning in modern higher education when working with foreign students.

**Key words:** competence, competency, personality, language training, foreign medical students, subject of training.

**Introductions.** One of the ways to update the content of education and educational technologies, harmonize them with current and future development of society, integration into the world educational space is to consider the learning process and its results through the prism of competence approach, which is interpreted as a factor that modernizes educational content and complements a number of educational innovations and classical approaches aimed at achieving modern educational goals. The concepts considered in the field of competencies become especially relevant, because, according to many international experts, in today's society they are the indicators that determine the readiness of a foreign student to active and full life in Ukraine and productive activities in terms of rethinking values. landmarks and strategies of human existence.

The modern principle of the competence-based approach to teaching contributes to the formation of significant competence in foreign students along with the mastery of critical thinking, methods of systems analysis and many other tools for enhancing the heuristic and productive capabilities of the human brain.

The most important thesis of activity-based learning, which forms the basis of the competence-based approach, is the abilities of a person to develop in the activities that they serve.

**Materials and methods.** Analysis of scientific sources showed that the question of competence among the European community arose long ago. It's study and development were devoted to the work of F. Weinert, J. Delors, J. Carson, R. Kegan, J. Consult, J. Kullahan, J. Perre, J. Raven, D. Reichen, L. Salganik, G. Hallash and others. Among domestic scientists and scientists from the near abroad the question of competence was addressed by O. Antonova, L. Maslak, N. Bibik, S. Vitvytska, N. Volkova, M. Golovan, O. Dubasenyuk, I. Zyazyun, V. Kalney, O. Pometun, G. Selevko, N. Sidorchuk, Y. Tatur, A. Khutorsky, F. Sharipov, S. Shishov and others [8].

Competences, according to scientists, are indicators that determine the readiness for specific activities, personal development and productive participation in society. Their acquisition gives a person the opportunity to navigate in modern society, information space, further education and the changing labor market. At the same time, the positions of researchers on the definition of «competence» are ambiguous: some identify them with competencies, a set of knowledge, skills, personality skills, readiness for action, others support the view that this category is a separate personal entity [3; 4; 5; 8; 9].

**The subject of our study** is the formation of Ukrainian-language competence for foreign students.

**Aim** of the article is to outline the concepts of «competence» in teaching from the standpoint of work with foreign students.

**Results and discussion.** Been in such a situation, the subject of activity (foreign student) finds itself in a state of increased attention, responsibility and

mobilization of efforts in solving important problems, making non-standard decisions, and as a result of such activity, the individual's personal development occurs [2, p. 112].

The implementation of competence-based learning is manifested in the focus on the formation of a holistic integral individuality, expressed in the manifestation of diverse qualitative characteristics. The term «integral individuality» was first proposed by the psychologist V. Merlin, later supplemented and interpreted by B. Ananiev, A. Leontiev, S. Smirnov.

The integral personality model is represented by three «levels»: organism, individual, personality.

Naturally, the last level is interesting - personality. According to the concept of the above scientists, the main components of the level «personality» are character, capabilities, will and status [5, p.195].

It is assumed that the development of these particular personality traits is in the centre of attention when introducing a developmental, personality-oriented and competency-based approach to learning.

Based on the didactic specifics inherent in the concept of competence as a pedagogical category, it can be characterized both by a certain level in the educational space, and its final result - the result of education.

S. Trubacheva proves that such a vision of the problem testifies to the level nature of the competence-based approach in teaching, to the expediency of identifying certain sequential levels in the formation of the competencies of a participant in the educational process [4, p.53].

**The presented definitions emphasize the following essential characteristics of competence:**

- effective use of abilities, which allows for the fruitful implementation of professional activities in accordance with the requirements of the profession;
- possession of the knowledge, skills and abilities necessary to work in the specialty with simultaneous autonomy and flexibility in terms of solving urgent and professional problems;

- development of cooperation with colleagues and professional interpersonal environment;
- an integrated combination of knowledge, abilities and attitudes that are optimal for performing work in a modern working environment;
- the ability to do something skilfully, effectively in a wide format of contexts with a high degree of self-regulation, self-reflection and self-esteem of trainees;
- quick, flexible and adaptive response to the dynamics of anticipated circumstances and the environment [6, p. 257].

We propose to reveal the functions of competence in the structure of personality, in the system of which the structure of competence is determined. Competence acts as a condition for the development and acquisition of a mature form of thoughts, motives, values, orientation of a person who seeks to assert himself in his own activity, realize his creative potential, show his abilities, gain authority from his colleagues and himself, which indicates the motivational and incentive function of competence.

Competence is capable of activating the cognitive and intellectual activity of a foreign student, which is manifested in an interest in assimilating the knowledge accumulated by mankind, expanding his education, outlook, erudition, which are aimed at future development. This can be seen as a manifestation of the gnostic function of competence. The implementation of the knowledge gained in practical activity in the form of skills and abilities determines the activity function of competence in the structure of the personality.

Competence, undoubtedly, can be manifested in the student's ability to volitional efforts, mobilization of their forces in overcoming difficulties in the process of cognitive or professional activity, perseverance, endurance, restraint, which indicates the emotional-volitional function of competence in the structure of the personality.

The functions listed above provide conscious, motivated behaviour and self-realization of the individual, support the emotional background, strength, focus, develop the ability to solve social, life (everyday) and professional problems of

foreign students.

A holistic assessment of oneself as a person and the evaluative attitude and awareness of the person's knowledge, behaviour, moral code, interests, ideals and motives characterize the value-reflective function of competence. Openness in communication, sociability and enrichment in the process of interpersonal interaction is the result of the manifestation of the communicative function of competence. We would like to note that in this set of functions, the system-forming function is the activity function, since competence is manifested in the ability to solve problems (problematic tasks in a certain subject area), to design one's own activity, which is distinguished by its effectiveness and quality. The degree of formation of competence functions is internally determined by its structure.

Since competence is the basis of activity, it is proposed to compare the structure of the concept of competence with the structure of activity, which includes the following components: awareness of the need, the formation of motive, the choice of a method for carrying out activities, planning activities, a list of actions, and performing actions. Awareness of the need and the formation of a motive require from each person certain erudition for a conscious choice of what can satisfy his urgent need. When choosing a way to satisfy a need, the subject of activity relies on his social ideas about what can and cannot be done, as well as value attitudes. To plan activities, a foreign student must know the laws governing the chosen way of carrying out activities, and the processes used in this. The performance of actions is impossible without a body of knowledge, on the basis of which a conscious choice of operations is made to achieve the goal of a specific action and the correct implementation of this action. When performing any operation, the student must have certain skills and abilities, as well as to make volitional and emotional efforts. Therefore, the internal structure of competence includes knowledge, cognitive and practical skills and abilities, motivation, attitudes, values and ethical norms, emotions and volitional efforts.

**Conclusions.** Based on the foregoing, the internal structure of competence can be represented as a set of the following important components: motivational,

cognitive, activity, value-reflective and emotional-volitional.

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