



THE ROLE OF STRATEGIC COMPETENCE TO THE LINGUISTIC FEATURES OF ESP LEARNERS

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Abstract: Currently, the topic of competence-based approach in education system has become fundamentally important and actively discussed. A number of factors determine the actualization of the competence approach in education: environmental problems in connection with the transition to a post-industrial society; dynamism of life processes; a huge increase in information flows; market mechanisms in society are more actively involved; professional mobility has increased; new professions have appeared, requirements for them have changed - they have become more integrated, less specialized.

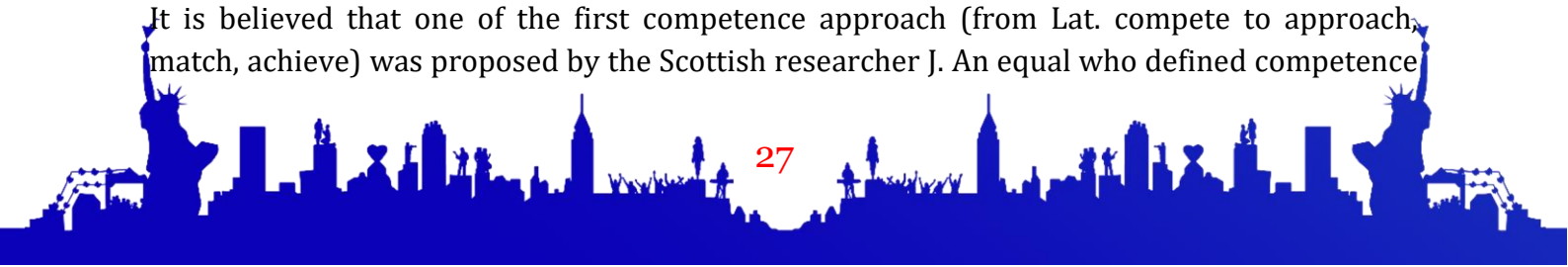
Key words: strategic competence, competence-based approach, professional activity, communicative competence

Introduction

Due to some circumstances, it became necessary to form a person who knows how to live in new conditions, possessing such qualities as responsibility, stress resistance, creativity, the ability to take constructive and competent actions in various types of life. For successful professional activity, it is no longer enough to get a higher education and stop there - there is a need to replenish your knowledge, add, perhaps, information from a completely different field. In this regard, the competence-based approach to the results of education is the core of modern educational reforms, and the implementation of the competence-based approach is considered as a key direction for improving the quality of education. The competence approach is associated with shifting the emphasis from the teacher and the content of education to the student and the expected results of education, which is a manifestation of a significant strengthening of the orientation of the educational process to the student, who should be able not just to reproduce information, but to think independently and be ready for real life situations, which ultimately affects his success. Strategy theory postulates that, all other things being equal, success can be explained by the fact that students use different strategies, consciously influencing the results of their learning. In this regard, the question of teaching students to use various strategies becomes relevant. In the context of this article, I share my knowledge about the formation of "strategic competence" as a component of communicative competence.

Methods

The basic concept of this research "strategic competence" consists of two equal components "competence" and "strategy". In this connection, in order to clarify the content of the concept of "strategic competence", it is necessary to clarify the content of its components. It is believed that one of the first competence approach (from Lat. compete to approach, match, achieve) was proposed by the Scottish researcher J. An equal who defined competence





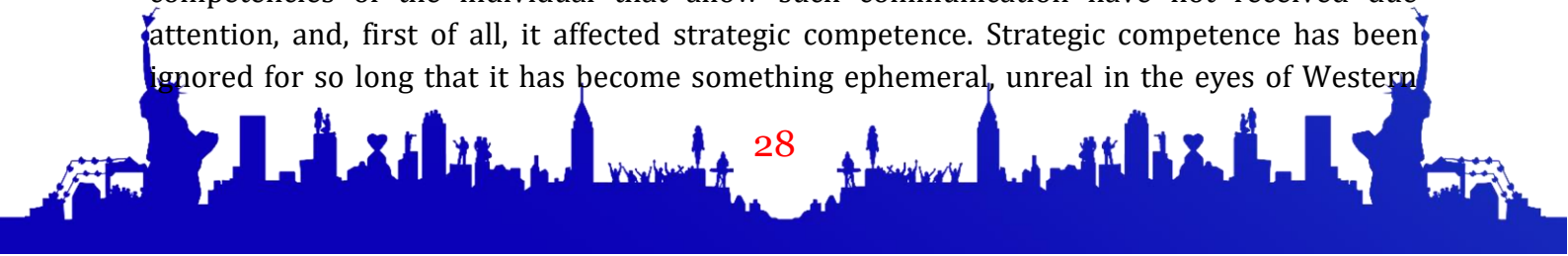
as a specific ability necessary for the effective performance of a specific action in a specific subject area and including highly specialized knowledge, special kind of subject skills, ways of thinking, as well as an understanding of responsibility for one's actions. At the same time, he spoke about the so-called "higher competencies", which assume that a person has a high level of initiative, the ability to organize other people to achieve their goals, the willingness to evaluate and analyze the social consequences of their actions, etc. Within the competence approach, two concepts are distinguished: "competence" and "competence" (from Lat. *competentis* - capable), which are basic for revealing the essence of this approach, but which are interpreted in different sources and by different researchers in different ways.

There are two ways of interpreting the relationship of these concepts: the first - these concepts are identified, the second - differentiated.

The concept of "competence" was first used in the USA in the 60s of the 20th century in the context of performance-based education, the purpose of which was to train specialists capable of successfully competing in the labor market. At the beginning, the "students' competencies" were reduced to simple practical skills that were formed as a result of "knowledge automation". This approach was justly criticized, which consisted in the fact that competencies in the form of practical knowledge were insufficient for the development of creativity and individuality of schoolchildren. It was proposed to distinguish between two concepts: competence and competencies. Competence began to be considered as a personal category, and competencies turned into units of the curriculum and formed the "anatomy" of competence.

Discussion

Despite the generally established point of view regarding the indisputability of the presence of strategic competence in the structure of communicative competence as one of its components, there is still uncertainty about the generally accepted concept of "strategic competence". The study of various models of the component composition of communicative competence has shown that in the concepts of many authors there is a strategic competence, which is considered by researchers as an important component of foreign language communicative competence, which determines communication. However, despite the fact that this competence is fundamental in the search for optimal ways to solve the problems of a foreign language communication activities, discussions about the content of this concept have been going on for several decades. Scientists express different points of view regarding the field of functioning of strategic competence. Nevertheless, at present, the point of view is more or less well-established that the presence of strategic competence among students is necessary in order to feel more confident when contacting an interlocutor, including a foreign language, because this competence provides the ability to solve problems of various kinds using verbal and non-verbal means, therefore it is advisable to allocate strategic competence as a separate component of communicative competence that determines communication. For more than two decades of its existence, the concept of "strategic competence" has periodically attracted the attention of scientists. However, until recently, teachers and linguists were more interested in the external manifestations of the process of intercultural communication. The competencies of the individual that allow such communication have not received due attention, and, first of all, it affected strategic competence. Strategic competence has been ignored for so long that it has become something ephemeral, unreal in the eyes of Western





linguists in comparison with grammatical and sociolinguistic competencies, which has affected the state of both pedagogical and methodological development of this issue. However, the situation has changed dramatically recently.

Results

Compensatory educational strategic competence is the ability to get out of the situation in conditions of a shortage of linguistic means when receiving and transmitting foreign language information, the ability to express one's thoughts when there is a shortage of linguistic means, in particular, the ability to use words that are close in meaning, periphrasis, etc.. In other words, compensatory educational strategic competence is a set of special skills and abilities that allow to achieve mutual understanding, get out of a difficult situation and characterize the level of practical knowledge of a foreign language as a means of communication. Compensatory educational strategic competence includes:

- knowledge of the structural elements of the language (grammatical, lexical, phonetic) necessary for communication in the foreign language being studied, and the skills and abilities to use them in situations of oral and written communication;

- knowledge and mastery of a set of speech-organizing formulas necessary when communicating in a foreign language;

- the ability to realize a speech intention, which allows you to establish contact and mutual understanding between multilingual partners;

- knowledge of national and cultural peculiarities of language and speech phenomena;

- knowledge about verbal means of compensation in a situation of communicative difficulty in the process of foreign language communication;

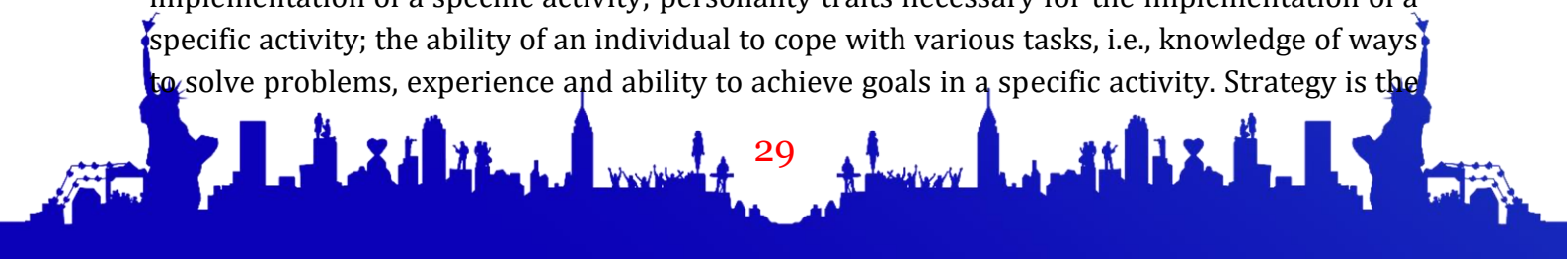
- knowledge about nonverbal elements of communicative behavior of representatives of the studied foreign language culture, used to fill gaps of linguistic, pragmatic and socio-cultural nature;

- skills and abilities of using verbal/non-verbal means of compensation in order to overcome communication difficulties.

Compensatory strategies are not an advantage of learning a foreign language, they are also widely used in the native language, so teachers can rely on existing experience and further develop these skills and abilities. In addition, the formation of compensatory educational strategic competence makes it possible to intensify and facilitate the assimilation of a foreign language, especially in the conditions of learning two or more foreign languages.

Conclusion

Having studied and analyzed the works of scientists on the subject of research, we came to the following conclusions. Competence is the formation of a complex of interrelated personality qualities in students, possession of knowledge, skills and abilities, as well as ways of activity necessary for high-quality productive activity in relation to a certain range of subjects and processes. The essence of the concept of "competence" in the process of teaching foreign languages lies in the designation of the ability necessary to perform a certain, mainly linguistic activity in a foreign language. The structure of competence in relation to teaching foreign languages includes: the totality of knowledge, skills and abilities necessary for the implementation of a specific activity; personality traits necessary for the implementation of a specific activity; the ability of an individual to cope with various tasks, i.e., knowledge of ways to solve problems, experience and ability to achieve goals in a specific activity. Strategy is the





means used by a language user to mobilize and balance their resources, activate skills and abilities in order to cope with a specific communication situation and successfully solve a certain communicative task in the most complete and at the same time economical and accessible way in accordance with their goal.

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