THE CONCEPTS OF "COMPETENCE" AND "COMPETENT" AND THEIR ANALYSIS BASED ON SCIENTIFIC AND METHODOLOGICAL LITERATURE REVIEWS

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Abstract: The article presents different thoughts and interpretation of scientists in term of the concepts such as "competence" and "competent". The term "competency" proved an important literary genre in the early foreign language teaching community. The study uses literature review analysis in order to gain insights into the concepts of "competence" and "competent". The data were presented in Tables 1, 2, and 3 show the interpretation and structural components of communicative competence suggested by different authors. These findings raised important theoretical issues that have a bearing on understanding communicative competency in English language teaching.

Key words: competence, competent, communicative competence, sub-competence

INTRODUCTION

Socio-political, economic and social changes that have taken place in our country over the past decades have led to significant reforms in the educational sphere. There has been a change in conceptual foundations, educational and upbringing paradigm. In recent years, researchers have shown an increased interest in interpreting the term competency in EFL.   According to modern requirements of education a school graduate must possess necessary competencies to carry out

various activities, thinking critically and gaining an experience in creativity. He must be able to use new information and communication technologies not only for personal benefits, but also in professional interests, be ready for interpersonal and intercultural cooperation both within his community and at the international level.

Achievement of such a result is possible only on the basis of a personality-oriented approach, when the needs, capabilities and abilities of the student are taken into account, and he himself acts as an active subject of learning. The teacher is increasingly acquiring the functions of an assistant and communication partner.

Analysis of scientific and pedagogical literature allows us to assert that in connection with the transition to a new paradigm of education and upbringing, the competence-based approach has become widespread. This approach presupposes a significant strengthening of the practical orientation of teaching and is aimed at the development of students' personal qualities. The results of such teaching are assessed according to the totality of acquired competencies and the personal characteristics of students acquired during the learning process.

MATERIALS AND METHODS

There is a growing body of literature that recognizes, the importance of competency in language teaching. Focusing on the analysis of the methodological literature, it was founded that the formation of foreign language communicative competence is considered as a modern goal of foreign language teaching (EFL).

The term "communicative competence" appeared in the 70s of the 20th century and was associated with developmental psychology, cognitive psychology and sociolinguistics.

In her monograph, G.S. Trofimova says that foreign researchers understand communicative competence as the ability to communicate orally and in writing with a native speaker of the target language in real life situations, giving primary importance to the transfer of meaning, and not the correctness of language means (Trofimova, 2000). Following the majority of researchers' ideas (Gez, Passov, Shamov, Ariyan, etc.), we consider communicative competence to be a complex,

multicomponent concept. In the methodology of teaching a foreign language, there is no consensus on the problem of the components that make up the communicative competence, but the existing classifications have more in common than different.

The problem of the formation of professional competence of future teachers and at the same time competent teachers is of interest to many researchers (G. S. Trofimova, K. E. Bezukladnikov, B. A. Kruse, etc.) G.S. Trofimova understands professional competence as a qualitative characteristic of the degree of mastering professional activities by specialists and indicates:

1) awareness of their motives for a particular activity;

2) assessment of personal properties and qualities;

3) keeping professional development, self-improvement and self-education. (Trofimova, 2000)

Researchers such as K.E Bezukladnikov and B.A. Kruse are considering the issue of forming the professional competence of future teachers in the linguodidactic field. (Kruse, 2014)

Methodology: research and definition of "competence". A systematic literature review was conducted of studies that deal with the concepts of competency. In the course of theoretical research, it was established that in modern scientific literature there are two identical concepts, such as "competence" and "competent", which are often identified. We share the positions of scientists who distinguish between these concepts.

Table 1

The concepts of "competence" and "competent" in scientific and methodological literature reviews

Author	"COMPETENCE"	"COMPETENT"
E.G. Azimov	A set of knowledge, skills,	The ability to perform any

A.N. Shchukin	abilities formed in the process of teaching a particular discipline.	activity based on life experience, as well as acquired knowledge and skills and abilities formed on its basis.
K.E. Bezukladnikov	Possession of knowledge of the content of competence, experience in the manifestation of competence in various situations.	Long-term personal education, which includes motivational, emotional-volitional, attitudinal-behavioral and evaluative components.
I.A. Zimnaya	Some internal potential neoplasm, including knowledge, ideas, algorithms of actions, a system of values and relationships.	Long life formed, ethnosocial and culturally conditioned, actualized in activities, in interaction with other people, knowledge-based, intellectually and personally determined integrative personal quality by developing in the educational process, becomes its result.
A.V. Khutorskoy	Alienated, predetermined, social requirement (norm) for the compulsory training of a student, necessary for his effective productive activity in a certain area.	The student's possession of the relevant competence, including his personal attitude towards her and the subject of activity; the completed personality

		quality (set of qualities) of the student and the minimum experience of activities in a given area.

RESULTS AND DISCUSSION

An analysis of the works of scientists allows us to conclude that many scientists formulate their own definitions of the concept of "communicative competence", most of which are similar in content and by "communicative competence" they mean the ability and readiness of a person to interact verbally with an interlocutor. Table 2 shows the definitions of some authors.

Table 2

The concept of "communicative competence" in scientific and methodological literature

Author	Concept content
M.A. Ariyan	• the ability to communicate through language, that is, to transmit thoughts and exchange them in various situations in the process of interaction with other participants in communication, using the system of language and speech norms correctly and choosing communicative behavior that is adequate to the authentic communication situation;
I.L. Bim	• the ability and real willingness to carry out foreign language communication with native speakers, as well as familiarizing schoolchildren with the culture of the country / countries of the target language, better awareness of the culture of their own country, the ability to represent it in the process of communication;
N.D. Galskova,	• a person's ability to understand and generate a foreign

N.I. Gez	language utterance in a variety of socially determined situations, taking into account the linguistic and social rules that native speakers adhere to;
V.A. Kokkota	• the ability to carry out speech activity, realizing communicative speech behavior on the basis of phonological, lexico-grammatical, sociolinguistic and regional knowledge and skills and with the help of skills associated with discursive, illocutionary and strategic competence in accordance with various tasks and situations of communication;
A.N. Shchukin	• the ability to carry out speech activity by means of the studied language in accordance with the goals and situation of communication within a particular field of activity.

Table 3

Structural components of "communicative competence" in foreign methodological science

Author	Structural components (sub-competences)
M.A. Ariyan	• linguistic (1) • sociolinguistic (2) • discursive (3) • strategic (4) • sociocultural (5) • social (6)
I.L. Bim	• language (1) • speech (2) • sociocultural (sociolinguistic, subject, general cultural, regional) (4) • compensatory (5) • educational and cognitive (6)
N.I. Gez	• linguistic (1) • metacommunicative (2) • verbal-communicative (3) • verbal-cognitive (4
R.P. Milrud	• grammatical (1) • pragmatic (2)

	• sociocultural (5) • strategic (4) [43, p.65]
E.I. Passov	• grammatical (1) • sociolinguistic (2) • competence of utterance (3) • competence of speech strategy (4)
V.V. Safonova	• linguistic (grammatical, linguistic) (1); • speech (pragmatic, strategic, discursive) (2, 3, 4); • sociocultural (sociolinguistic, linguistic and regional studies) (5)
A.N. Shchukin	• linguistic (linguistic) (1) • speech (sociolinguistic) (2) • discursive (3) • strategic (4) • sociocultural (5) social (6) • professional (7)
Canale & Swain	• grammatical (1) • discursive (2) • sociolinguistic (3) • strategic (4)

CONCLUSION

After analyzing the concepts presented in the table (Table 1), we can state that the term "competence" refers to the term "competent" as a particular to the general, that is, the formed competence is the result of the formation of a number of key competencies.

Table 3 shows the structural components of communicative competence as interpreted by different authors. In brackets after each component, a number from 1 to 6 is indicated, corresponding to the content that the author, to a greater or lesser extent, puts into the understanding of a particular sub-competence.

Most researchers say that a person with communicative competence will be able to:

1) possess knowledge of the language system, the rules for the functioning of language units in speech and be able to use this system to express their own thoughts in oral and written form and understand others;

2) have the ability to choose and use linguistic means in accordance with the topic and situation of communication, as well as taking into account the social roles of the participants in communication;

3) have the ability to understand and build different types of communicative statements in different functional styles;

4) have the ability to use verbal and non-verbal means to compensate for the lack of knowledge;

5) possess knowledge of the cultural characteristics of native speakers, their traditions, norms of behavior and etiquette and be able to use them in the process of communication;

6) interact with the interlocutor and show a desire for this.

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