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## CONTENT ANALYSIS OF THE NOTION "COMPETENCE"

### Abstract

The emergence of a new sociocultural space is aimed at preparing the educational system in the field of intercultural competence, capable of implementing international cultural and professional relations. It has long been clear that competence is a combination of knowledge and experience for effective activity in any subject area, it is a possession of a certain competence by a person – knowledge, skills and experience of his own activity, which allow to make significant judgments and make the right decisions.

The content analysis of the notion "competence" and the problem of the formation of future English teachers' intercultural communicative competence are given in the article. The paper presents the review of scientific and pedagogical literature on the study of intercultural communicative competence given by foreign, Russian and Kazakhstani researchers. Furthermore, the authors dwell on the history of the concepts of "competence", "intercultural competence".

**Key words:** competence, intercultural communicative competence, ability, pedagogical process, professional quality, concept

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## «ҚҰЗЫРЕТТІЛІК» ҰҒЫМЫНЫҢ КОНТЕНТ ТАЛДАУЫ

### Аңдатпа

Жаңа әлеуметтік мәдени кеңістіктің пайда болуы білім беру жүйесінің алдына халықаралық мәдени-кәсіптік қарым-қатынастарды жүзеге асыра алатын, яғни мәдениетаралық құзыретті мамандар даярлауды мақсат етіп қояды. Құзыреттілік - бұл білім мен тәжірибенің жиынтығы, кез-келген пән саласында тиімді әрекеттің қажеттілігі, белгілі бір құзыреттілікке ие болу белгілі бір пікірлер қабылдауға және дұрыс шешім қабылдауға мүмкіндік беретін құзыреттерге ие болу, иемдену мағынасын береді.

Берілген мақалада «құзыреттілік» ұғымына контент анализ жасалады, сонымен қатар болашақ ағылшын тілі мұғалімдерінің мәдениетаралық коммуникативтік құзыреттілігін қалыптастыру мәселелері қарастырылады. Жұмыста шетел, Ресей және қазақстандық ғалымдардың мәдениетаралық коммуникативтік құзыреттілікті зерттеу бойынша жүргізген ғылыми-педагогикалық әдебиеттеріне шолу келтірілген. Сонымен қатар, авторлар «құзыреттілік», «мәдениетаралық құзыреттілік» ұғымдарының тарихына тоқталады.

**Түйін сөздер:** құзыреттілік, мәдениетаралық коммуникативтік құзыреттілік, қабілет, педагогикалық үрдіс, кәсіби сапа, концепция

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## КОНТЕНТ АНАЛИЗ ПОНЯТИЯ "КОМПЕТЕНТНОСТЬ"

### *Аннотация*

Появление нового социокультурного пространства направлено на подготовку системы образования в области межкультурной компетенции, способной осуществлять международные культурные и профессиональные отношения. Известно, что компетентность – это совокупность знаний и опыта, необходимые для эффективной деятельности в какой-либо предметной области, это обладание определенной компетенцией – знаниями, умениями и опытом собственной деятельности, которые позволяют выносить значимые суждения и принимать правильные решения.

В данной статье проделан контент анализ понятию "компетентность", а также рассматривается проблема формирования межкультурной коммуникативной компетентности будущих учителей английского языка. В работе представлен обзор научной и педагогической литературы по изучению межкультурной коммуникативной компетентности зарубежными, российскими и отечественными авторами. Далее, авторы подробно описывают историю развития концептов такие как, «компетентность», «межкультурная компетентность».

**Ключевые слова:** компетентность, межкультурная коммуникативная компетентность, способность, педагогический процесс, профессиональное качество, концепция.

### **Introduction**

In the coming millennium, we see that humanity is developing thanks to the expansion of different nations and cultures. This process is reflected in the growth of direct contacts, the opening of borders between states, social groups, social movements and people of different cultures and nations.

An analysis of philosophical, psychological and pedagogical literature shows that the study of the problem of the formation of intercultural competence of future specialists has not arisen in our time. The roots of the history of the concepts of "competence", "competency", "intercultural competence" are deeply rooted. Having studied the historical and pedagogical prerequisites for the education of a competent person in different historical periods, we came to the conclusion that research data in the form of textbooks and scientific works began early.

Before embarking on this issue, let's analyze the genesis of the concept of "competency". As the analysis of scientific and pedagogical literature shows, the concept of "competence" entered the vocabulary of pedagogy at the end of the twentieth century.

### **Methodology of research**

We chose the following methods of diagnostics: a thorough analysis of pedagogical and psychological literature, testing, ranging. The methods of diagnostics were chosen depending on the evaluated criterion and characterising features. Therefore, we selected a thorough analysis of pedagogical and psychological literature aimed at identifying the unique definition among all the definitions given by different scholars.

### **Results of research**

Having observed the definitions given by different foreign, Russian and Kazakhstani researchers we were convinced that the term "competence" in the mid-twentieth century was translated by the American linguist N. Chomsky originally interpreted this as the ability to perform a certain language service in a foreign language and connected it with human abilities and experience. More precisely, N. Chomsky, 1965. The concept of "competence" was used at the University of Massachusetts in connection with the theory of language [1, p. 122]. In his works, he demonstrated the boundaries between "grammatical competence" and "practical implementation of language rules." The latter defines the linguistic knowledge of genuine native speakers as the biological activity of the brain, which allows you to grammatically correct language phrases. The second defines the specific use of the language in specific situations.

A competent speaker / listener (according to N.Chomsky) must perform the following tasks:

- compose and understand an infinite number of sentences on the model;

- have a speech solution, i.e. distinguish between official similarities and differences in the meaning of the two sentences.

After introducing the concept of “competency”, N.Chomsky began to use this term as a pedagogical aspect in the context of psycholinguistic research and began to develop competence education in the United States (competency education - CBE), which aims to train successful competitive specialists in the labor market [1, p. 123].

The above thoughts were reflected in the works of the English scientist, psychologist J. Raven. In the 1970s and 1990s, the British psychologist J. Raven’s psychological theory of Raven’s competence, that is, the competence that arose in the human psyche, was formed and developed (limited) by the environment. J. Raven describes the term “competence” as a concept that combines many attributes of a person [2, p. 396].

J. Raven, a professor at the University of Edinburgh, is widely known for studying a high level of competence, researching and diagnosing their character and development, assessment and implementation. During his research in various scientific institutions and at the request of the British Social Service, he developed a conceptual list for the diagnosis and analysis of human resources. In this list, the value of a person is attached very strongly.

During this period, the attention of many scientists was focused on the terms “competence” and “competency”. Researchers in the field of pedagogical sciences are N. Chomsky, R. White, N. V. Kuzmina, A. K. Markova, G. E. Belitskaya, L. I. Berestov, V.I. Bayenko, A.V. Khutorsky and Grishanov N.A.

An analysis of the opinions of researchers should show that relations are interrelated and that there are differences between “competence” and “competency”.

N. Chomsky considers “competence” a high level of education. In English literature, the term competence (academic, linguistic, cultural, professional competence) is found. The word competent means capable. Competence adds the meaning of “adequately qualified, trained, capable of a certain type of activity”

Competence - the availability of knowledge and experience necessary for effective activity in the subject area. Russian scientist M.A. Choshanov wrote that the dictionary refers to the term “competency” as not stable enough in pedagogy and is often used intuitively to show a sufficient level of professionalism and professionalism of a specialist. In his opinion, competence means the constant updating of knowledge, the study of new information and, in some cases, its successful use, that is, quick learning and mobile learning. Master of Humanities Choshanov M.A. explains his competence as a potential willingness to solve work problems. It includes components of content (knowledge) and action (business), the ability to know and solve a subject [3, p. 96].

Based on the aforementioned work, we noticed that competence is a complex inalienable ability to solve professional and life problems associated with a high level of knowledge, skills, abilities and professionalism.

In other words, “competence” and “competency” are two different concepts: competence-knowledge (knowledge, business, skills), competence-quality, personality. Competence refers to a person’s ability to perform any action from the practical point of view of education. Consistency is the content of education that students receive and develop in their competence in a specific activity. It should be noted that competency is the content of education [2, p. 396].

Consequently, the concept of “competence” in the 1990s and 2000s of the twentieth century was associated with the work of the Russian scientist A. K. Markova, in which it was proposed to introduce competence as a scientific category.

The idea of competence in the work of the scientist A.K. Markova is clearly reflected in her personal relationships. In his studies, A.K. Markova points out that the essence of the concepts of professional competence, pedagogical competence is realized on the basis of the student’s knowledge, skills and abilities based on actions, relationships, actions [4, p. 82]. Professional competence, pedagogical competence emphasizes the interconnection of theoretical knowledge and practical skills. In a word, a scientist defines competence as a separate feature of the degree of compliance with the requirements of the profession.

According to Markova A.K., as one of the components of professional competence, self-training of new knowledge and skills and their application in practice. In her works, the researcher suggests paying more attention to the formation of professionalism and professional competence of the student. Professionalism, considered as an independent platform, is not statistically significant, but a constantly changing dynamic

state. In the process of mastering the professional role, the professional qualities of the subject are developed, and actions acquire a qualitatively new character.

It is worth noting the ideas of one of the foregoing teachers, the English scholar W. Hutmakher. In 1996 at the symposium in Bern on the Council of Europe, it was noted in W. Hutmakher's report that the concept of competence is the part of the concepts of competence, competency, ability, mastery and has not been clearly defined in meaning. According to W. Hutmakher, the concept of "competence" means "how to do" but not "what to know" and he emphasizes that it is "the competence in the action use". Also, the abovementioned researchers agree that the term "competence" is closer to "how to know" than the "what to know" field [5, p. 215].

W. Hutmakher identified a set of key competences, adopted by the Council of Europe, which is important in educating young people. In particular, the key competencies for teachers are as follows: communicative, social and informational, action and functional competences. The content of action competences is defined as: lifelong learning as the basis for continuing education in personal professional and social life [5, p. 216].

One of the Russian scientists who studied the history of the development of the concept of competence is I.A. Zimnyaya. She scientifically substantiated the meaning of the concepts "competence" and "competency". She also focuses on the types of "professional competence" and "social competence", such as education management and professional management.

According to definition given by I.A. Zimnyaya, the competence is defined as a set of the system of knowledge, values and relations that gives an opportunity to build the value, behavioral, motivational, emotional and cognitive results of the personal actions of the subjects. The researcher formulates her opinion that competence is a social, professional and personal quality that is formed on the basis of knowledge, skills and abilities of a person [6, p. 35].

The concept of "competence" began to emerge in the field of our pedagogy and this concept is widely used to refer to the level of skill and professionalism. The following scientists have researched specialists' competence in different aspects: M.A.Kudaikulov, M.Kh. Baltabayev, Sh. T. Taubayeva, K.S. Kudaibergenova, B.T. Kenzhebekov, Sh.Kh. Kurmanalina, G.M. Kassymova, G.O. Rakhimbekova, M.A. Absatova and others.

Kazakhstani scientist Kudaikulov M.A. emphasizes that competence is an individual's ability to play a role with a similar effect. The researcher has considered competence in the context of vocational education for future professionals. It is characterized by the methods of a good, permanent, qualitative and quick release [7, p. 49]. Its high level is epitomized by immorality, nationality, talent, ingenuity and hostility, says researcher M.Kh. Baltabayev's opinion, competence is to say that this is the result of a combination of professionalism and readiness of a given professional activity [8, p. 68]

### **Discussion**

By analyzing various interpretations of the concepts of "competency", "professional competence" and "teacher's competence" regarding the formation of a future teacher's professional didactic competence given by the scholar Sh.T.Taubayeva, we see that the term "competence" has become an existing term in the field of education and training. In her works Sh.T.Taubayeva considers: "Competence is the built-in personality of a person, defined as his general ability and readiness for action, based on the knowledge and experience learned in the process of teaching and socialization" [9, p. 432].

From the above analyses, researchers associate professional competence as a system of quality and business, professional-pedagogical competence with pedagogical process, with the person's education, development, experience, personal abilities, desire for continuous improvement of knowledge and the ability to interact with people culturally, with professional-pedagogical competence.

Researcher K.S. Kudaibergenova conducted a comprehensive analysis of the concept of competency and had described it in her works of far and near abroad and in her monograph titled "Criteria for Quality of Education: Methodology and Scientific Theoretical Basis".

Also, the notion of competence was used by K.S. Kudaibergenova in her work called "The Nature of Competence is in the Development of Personality Self-Realization", it was used as the ability to demonstrate competency or knowledge needed to solve problems in various unexpected situations, as an opportunity to establish a connection between knowledge and life situations, and competence to be directly linked to one's personal level, personality. It is suggested that the theoretical and practical levels be considered as highly integrated structures" [10, p. 328].

G.M. Kassymova considers competence as the acquisition by a person of relevant competencies and his personal attitude to it. In G.O. Rakhimbekova's work, competence is expressed as the student's ability to perform specific types of work to achieve high-quality results in a particular business area based on his knowledge, qualifications and skills.

M.A. Absatova demonstrates competence as a comprehensive integrative ability of students to solve educational and life problems.

### Conclusion

From the above analysis, it is evident that the scholars associate professional competence as a system of quality and business, professional-pedagogical competence with pedagogical skill, the analysis allowed us to consider that the professional and intercultural competence is the concept of knowledge, development, experience, personal abilities, culture of knowledge and the basic element of social life.

Finally, we came to the conclusion that the concept of competence arose in the field of pedagogy and psychology in the mid-twentieth century and arose from the point of view of world class scientists and today a person's competence and the notion of "a competent teacher or specialist" is necessary in every human society.

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