

The purpose of the paper is to reveal the role of a foreign language communicative culture of a modern teacher as a means of socialization, academic mobility, and multicultural education of students in the context of the tasks of the "New School" concept. Research results. On the basis of the analysis of domestic and foreign scientific sources, the essence of the foreign-language communicative culture as a structural component of the basic pedagogical culture and means of raising the professional level is revealed. Applied character of the phenomenon is explained under investigation in the conditions of the polyethnic environment of life and the educational space of modern schoolchildren. The scientific novelty of the research is to identify the tasks of reforming the secondary school in Ukraine, the realization of which is correlated with the foreign-language communicative culture of a modern teacher. Practical meaning. The role of the foreign-language communicative culture of a modern teacher in the context of the tasks of the "New School" concept is defined in three aspects: as a means of socialization, academic mobility, and multicultural education of students.

Key words: foreign language communicative culture, «New school» concept, socialization, academic mobility, multicultural upbringing.

UDC 378.4

Igor Bopko,

PhD in Pedagogical Sciences, Associate Professor,
Mukachevo state university

PECULIAR FEATURES OF FOREIGN LANGUAGE TRAINING OF THE FUTURE NON-PHILOLOGICAL SPECIALTIES TEACHERS

The article is devoted to the issue of foreign language training of the future non-philological specialties. The objectives of this process have been defined, namely: mastering of the necessary amount of knowledge and skills; the formation of the ability to perform professionally focused intercultural communication; development skills for free and adequate understanding and creation of peculiar speech utterances. The contentual directions of foreign language training have been given, including the formation of professional competence components: speech competencies including listening, speaking, reading writing and translation competencies; linguistic competency, which means the knowledge of language material, formedness of receptive and productive skills of its implementation: linguosociocultural competency, the main components of which are sociolinguistic, sociocultural and social competences. The active learning methods that are used to form the foreign language competence of non-philological specialties students have been shown, to which belong: imitational, as a rule, presupposing professional skills training and are associated with professional activities modelling, in other words, the situation and the very professional activity are imitated; non-game, presupposing the analysis of specific situations; decision of situational tasks; exercises, individual tasks performance; game, playing roles (role-play, business game).

Key words: foreign language training, foreign language professional competency, active learning methods, individual work, professional competency.

Urgency of the problem. Higher education is the cornerstone of the individual development of personality, as well as it promotes the formation of intellectual, spiritual and productive potential of the society. The situation in the field of foreign languages teaching of future specialists of non-philological specialties has changed under the influence of recent changes that have taken place in society, - the rating of foreign language as a discipline has significantly increased. As it has been pointed out by researchers, that the status of the academic discipline "Foreign Language" changes, firstly, from the viewpoint of its cultural function, since the language is not only a source of communicative activity, but also a means of cognition, formation and transfer of thoughts, feelings expression, emotional states of human being, means of realization of all the needs of an educated nation. [4].

The leading aim of foreign languages studying by students of institutions of higher education of different directions of training is the foreign language competence of the individual, and the desired result - the use of a foreign language as an accessible means of communication and enrichment of professional experience.

Foreign language is considered by the present-day students as a real means for communication between specialists from different countries, and a prerequisite for the successful conducting of international research and development activities.

Therefore, the educational process should pay special attention to modern requirements for the foreign language activities of a specialist, especially, it is necessary to take into account the professional specificity, the focus on the implementation of the tasks of future professional activities of the graduates, who should "master the skills to speak fluently, without significant time expenditures to find adequate linguistic means in the their process of achieving social, academic and professional goals" [2].

Recent research and publications analysis. The problems of improving the efficiency of foreign language training at a high school through the provision of a professional and profile orientation have received adequate attention in the works of G. Barabanov, O. Bematskaya, N. Drab, G. Hryniuk, L. Lichko, O. Tamopolsky; the concepts and a system of exercises to prepare students for intercultural interaction have received careful consideration in the works of O. Bihych, T. Pakhomova, N. Sklyarenko; the independent work and process of

foreign language competences formation have been investigated by O. Vyetokhov, A. Kozyreva, O. Markheva, O. Tymchenko; the certain aspects of the formation of foreign-language professional communication skills of specialists of non-philological specialties have been presented in the works of A. Astadur'yan, L. Boroznets', N. Havrylenko, O. Hryhorenko, M. Yevdokimov, B. Zykov, E. Komarov, N. Kucherenko, T. Luchkin, YU. Maslov, O. Met'olkina, O. Fadyeykin.

Target setting. It has been noted by scientists, that foreign language professional communication competence is an integral part of the training of non-philological specialties students, since it promotes the productive interaction with the surrounding world, that is, the successful professional development of a future specialist. Besides, there are continuous contradictions between traditional and new approaches to learning, in spite of a large number of studies, the shifting of emphasis towards the domination of oral teaching to the detriment of written speech, the disregard of the individual students' needs in terms of their foreign language mastering. Therefore, taking into account the changes in the State standard, the problem of formation of students' foreign-language professional communication skills continue to be relevant and requires further detailed elaboration, which is the subject of the article.

Presentation of basic material of the research. There is a significant difference, according to the researchers, in the formation of foreign language competence of students-philologists and those of non-philological specialties. Thus, in accordance with the Common European Framework of Reference for Languages, a student of philology must have the ability to speak fluent without significant time spent searching for adequate linguistic means in the process of achieving social, academic and professional goals [6, p. 115], i.e. to have a command of a language at the level of an experienced user (C1 and C2).

For students of non-philological specialties, the content of foreign language teaching should be optimized from the viewpoint of the professionalization level, that is, thematically and professionally oriented. But narrow professionalization of foreign language training, which is realized through the formation of thematically and professionally oriented communicative skills, as experience has proven, does not allow to meet the professional content challenges to the full extent. Therefore, the foreign language competence formation is not formally, but content-

targeted at achieving this goal, which involves the overlaying of foreign language skills on the professional content area in the performance of professional tasks [4, p. 86-89].

To the tasks of foreign language training for future teachers of non-philological specialties belong:

- the acquisition of the necessary amount of knowledge, skills and skills that determine the degree of maturity of his/her professional activities, the style of professional communication and his personality as a bearer of certain values, ideals and professional consciousness [6, p. 116];
- the formation of the ability to perform intercultural professionally-oriented communication, to interact with bearers of another culture, taking into account national values, norms and ideas, to choose communicatively targeted methods of verbal and non-verbal behaviour on the basis of knowledge about the science and culture of other peoples [7, p. 16];

- skills development to freely and adequately understand and determine certain speech utterances in accordance with the conditions of social and role situations of professional activity, taking into account the theoretical regulations and knowledge performing the informational and communicational function, as well as practical skills providing perceptually-communicative and interactive-communicative functions of communication by means of foreign language tools [1].

The contentual orientations of foreign language training have also been determined, according to which foreign language training presupposes the following components formation of foreign language professional competence:

- speech competence, which includes competences in listening, speaking, reading, writing and translation;
- linguistic competence, that is, knowledge of linguistic material, the maturity of receptive and productive skills of its usage;
- linguistic and socio-cultural competency, the main components of which are sociolinguistic, socio-cultural and social competences [8, p.13].

The ultimate objective of the foreign language training should correspond the general ideas of students about their future professional activity (thingness of activity), stimulate the appropriate measures of the students' need for foreign language studying (proper substantiation of activity), harmonize the educational activity with the student's personal goal in a foreign language (desirability of activity), as well as up-to-date understanding of the necessity to study a foreign language as a guarantee of becoming an educated, cultural, professional, competitive and successful person (awareness of activity).

Thus, the student is considered as an active personality, who in certain circumstances should be able to solve both general cultural and professional tasks by means of a foreign language.

Today, social experience is the main source of content for the future professionals training.

The following four elements, as the experience of cognitive activity, the result of which is knowledge, the experience of reproductive activity, the methods of implementation of which are skills and abilities, the experience of creative activity, represented in the form of problem-based situations, and the experience of the emotional and value relationships implementation should accordingly be the main components of the foreign-language professional training content of future non-philological profile specialists in higher educational establishments [5, p. 112].

Therefore, in order to activate these elements, the appropriate choice of organization form, methods and means of training should be underlain in the content of students' foreign language training.

Such specifications require the inclusion in foreign language training the ability to compile letters in a foreign language of professional content, fluency in language (speaking and listening), adequate translation skills, complicated complex skills for conducting operative bibliographic search and review, preparation and conducting of business conversations and speeches, compilation and conducting business documentation, using paralinguistic elements [10, p. 90].

Nowadays, higher education establishments are trying to use diversified, depending on the initial level of foreign language, students' training programs, specialized and socio - political periodicals in a foreign language, designed to implement the connection of the foreign language

teaching practice with specific disciplines and the needs for further career growth. The thematic compliance of the curricula of the profile disciplines helps to form the semantic field of the specialty. The saturation of texts with special technical vocabulary and terminology allows learning the special professional terms of the specialty. The profile informational saturation and the novelty of information lead to an interest increase in the studied material [9, c. 151-154].

The formation of the necessary professional skills for the future teachers of non-language specialties, which are provided by qualification characteristics, promotes the usage of objectives and techniques that help to stimulate the mental activity. This approach allows to create preconditions for acquisition of meaningful knowledge, realization of intellectual actions and operations (such as analysis, synthesis, comparison, forecasting, etc.), which are widely used in the further application of the obtained, during reading, information.

In the course of foreign language training the future specialists receive speech, behavioural and specific skills: skills for everyday office communication, for conducting business negotiations and presentations, as well as business correspondence and preparation of business documents [5, c. 112-113].

Foreign languages learning of future teachers of non-philological specialties are understood as the teaching of intercultural communication, which is indispensably linked with the use of modern methods. In other words, it is necessary to introduce such foreign language training methods, which will allow to achieve the higher level of specialists' training through the integration of the linguistic and professional spheres [3, c. 88]. The point at issue is about the introduction of active learning methods that encourage the student's and teacher's active participation in the interaction during the learning process, promote the students' creative abilities development, thinking and the ability to reorient in a modern society, as well as allow them to focus on group and paired work activities.

In order to form the foreign language competence of the non-philological specialties students during the foreign language classes, according to our reckoning, it is meaningful to use such active teaching methods as: simulations which usually include training of professional skills and skills related to the professional activity modelling, in other words, simulated both the situation and the professional activity itself; non-gaming, providing for analysis of specific situations; the solution of situational tasks; exercises, the performance of individual tasks; playing, role-playing (role play, business game) [3, c.89].

The modernization of students' foreign language training is, in our opinion, also associated with the increase of the cognitive autonomy role of each participant in the educational process, which is the means of raising the awareness and effectiveness of knowledge, an indicator of the intellectual development of those who study.

This can be achieved through the precise planning and organization of students' classroom and independent work, through the usage of creative tasks, defined forms and methods of work, as well as through detailed methodological guidelines on the course, methodological guidelines for students' independent work in various types and forms, methodological operation manuals and recommendations for individual topics, types and forms of the tasks.

The ability to organize their cognitive activity independently and reasonably, from setting goals to obtaining and evaluating the result, should become relevant for each student.

In this regard, the encouragement and, even the encouragement of students to develop their own cognitive autonomy, we consider, as a guarantee for further professional self-improvement of the specialist, since the knowledge acquired at higher school requires periodic renewal, due to the dynamically changing reality and new scientific knowledge accumulation.

In the process of extracurricular individual activity, one of the most effective means of foreign language training of the non-philological specialties, in our opinion, is reading of the authentic texts in the specialty. In the process of foreign language learning for professional purposes, the authentic text, acting as a learning one, has its advantages. The main one is that it contains not only valuable content base, from a

professional view point, but also, it is the source of the normative foreign language for professional purposes, as well as the context of speech activity. That is, the authentic educational text, as a means of communication, in itself, carries both, the useful information for a future specialist, as well as basic linguistic blocks of a particular foreign language. The authentic fragments of the verbal row of the text reflect the functioning of the linguistic units in corresponding situations adequately.

Characteristic features of the authentic educational text for professional purposes are communicative integrity, professional orientation, meaningfulness, situational compliance, and subordination to the language standards of the original language.

Conclusions. Hence, the necessity of the professionally oriented content of foreign language training for students of non-philological specialties is determined by the requirements of society for the competent specialists training and follows from the objective legitimate connection between the content of teaching and modern educational concepts, between the objectives of foreign languages learning and the general objectives of professional training.

The level of the students' foreign language proficiency within the framework of professionally-oriented learning should be determined by the following criteria: level of foreign language proficiency (possession of grammar structures; lexical units for professional purposes); maturity for linguistic professional interaction (possession of all kinds of speech activities on the basis of professionally-oriented vocabulary; ability to realize their personal needs in professional foreign language communication through various linguistic means); maturity for creative professional activity (motivation, cognitive and creative activity of students).

The effectiveness of foreign language training for non-philological specialties students depends essentially on the choice of teaching methods. The implementation of active methods, among which we separate imitational, situational, game and individual independent tasks, into the foreign languages teaching practice of future non-philological specialties teachers place students in an active position that presupposes not only the language learning, but also promotes the training of professionally-oriented communication.

Список використаних джерел

1. Бернацька О. В. Теоретичні основи соціокультурної компетенції в системі навчання майбутніх учителів початкової школи та іноземної мови / Олена Володимирівна Бернацька // Вісник психології і педагогіки: Збірник матеріалів Міжкафедрального методологічного семінару «Сучасні освітні стратегії формування професійної компетентності майбутніх учителів початкової школи» (22 листопада, 2012 р., м.Київ). – Випуск 10. – К., 2012. – [Електронний ресурс] – Режим доступу: http://www.psyh.kiev.ua/Zbirnik_nauk_prac'_Vypusk_10. – Заголовок з екрану. – Мова укр.
2. Загальноєвропейські Рекомендації з мовної освіти: вивчення, викладання, оцінювання / Наук. ред. укр. вид-ня С. Ю. Ніколаєва. – К.: Ленвіт, 2003. – 273 с.
3. Коваль Т. І. Інтерактивні технології навчання іноземних мов у вищих навчальних закладах / Тамара Іванівна Коваль // Інформаційні технології і засоби навчання. – 2011. – № 6(26). – С.86-92.
4. Костенко Н. І. Особливості формування іншомовної комунікативної компетентності у студентів ВНЗ нефілологічних спеціальностей / Наталія Іванівна Костенко // Збірник наукових праць Хмельницького інституту соціальних технологій Університету "Україна". – 2012. – № 5. – С.86-89.
5. Макаев Х. Ф. Роль иностранного языка в подготовке специалиста для химической промышленности в техническом вузе / Ханиф Фахретдинович Макаев // Башкирский химический журнал. – 2006. – Том 13. – № 3. – С.112-113.
6. Маслак Л. П. Проблеми підготовки спеціаліста в контексті євроінтеграційних процесів в Україні / Людмила Петрівна Маслак // Модернізація вищої освіти в контексті євро-інтеграційних процесів: зб. наук. праць учасників Всеукр. методолог. семінару з міжнар. участю. – Житомир: ЖДУ, 2007. – С.114-120.
7. Махінов В. М. Іншомовна комунікативна компетенція в контексті сучасних соціокультурних проблем фахової підготовки майбутніх вчителів / Віктор Миколайович Махінов // Науковий часопис НПУ імені М. П. Драгоманова. Серія 17. «Теорія і практика навчання та виховання». – К.: НПУ, 2011. – Вип.17. – С.13-23.
8. Ніколаєва С. Ю. Цілі навчання іноземних мов в аспекті компетентнісного підходу / Софія Юріївна Ніколаєва // Іноземні мови. – 2010. – № 2. – С.11 – 17.
9. Покушалова Л. В. Формирование иноязычной профессионально-ориентированной компетенции у студентов технического вуза / Лидия Владимировна Покушалова // Молодой ученый. – 2011. – № 3. – Т. 2. – С.151 – 154.
10. Ябурова О. В. Іншомовна комунікація майбутніх педагогів: сутність та зміст проблеми / Олена Володимирівна Ябурова // Лінгводидактика: теорія, методика, досвід. – Слов'янськ, 2013. – Вип. 4. – С.89 – 94.

References

1. Bernats'ka O. V. (2012.) Teoretychni osnovy sotsiokul'turnoyi kompetentsiyi v systemi navchannya maybutnikh uchyteliv pochatkovoyi shkoly ta inozemnoyi movy [Theoretical foundations of socio-cultural competence in the system of teaching future teachers of elementary school and foreign language] / Olena Volodymyrivna Bernats'ka // Visnyk psykholohiyi i pedahohiky: Zbimy materialiv Mizhkafedral'noho metodolohichnoho seminaru «Suchasni osviti stratihiyi formuvannya profesiynoyi kompetentnosti maybutnikh uchyteliv pochatkovoyi shkoly» (22 lystopada, 2012 r., m.Kyyiv). – Vypusk 10. K., [Electronic Resource]:http://www.psyh.kiev.ua/Zbimy_nauk_prats'_Vypusk_10.
2. Zahal'noyevropeys'ki Rekomendatsiyi z movnoyi osvity: vyvchennya, vykladannya, otsinyuvannya / Nauk. red. ukr. vyd-nya S. YU. Nikolayeva. – K.: Lenvit, 2003. – 273 s.
3. Koval' T. I. Interaktyvni tekhnolohiyi navchannya inozemnykh mov u vyshchykh navchal'nykh zakladakh / Tamara Ivanivna Koval' // Informatsiyni tekhnolohiyi i zasoby navchannya. – 2011. – № 6(26). – S.86 – 92.
4. Kostenko N. I. Osoblyvosti formuvannya inshomovnoyi komunikativnoyi kompetentnosti u studentiv VNZ nefilolohichnykh spetsial'nostey / Nataliya Ivanivna Kostenko // Zbimy naukovykh prats' Khmel'nyts'koho instytutu sotsial'nykh tekhnolohiy Universytetu "Ukrayina". – 2012. – № 5. – S.86-89.
5. Makayev KH. F. Rol' inostrannogo yazyka v podgotovke spetsialista dlya khimicheskoy promyshlennosti v tekhnicheskoy vuz / Khanif Fakhretidinovich Makayev // Bashkirskiy khimicheskiy zhurnal. – 2006. – Tom 13. – № 3. – S.112-113.
6. Maslak L. P. Problemy pidhotovky spetsialista v konteksti yevrointehratsiynykh protsesiv v Ukrayini / Lyudmyla Petrivna Maslak // Modernizatsiya vyshchoyi osvity v konteksti yevro-intehratsiynykh protsesiv: zb. nauk. prats' uchasnykiv Vseukr. metodoloh. seminaru z mizhnar. uchastyu. – Zhytomyr: ZHDU, 2007. – S.114-120.
7. Makhinov V. M. Inshomovna komunikativna kompetentsiya v konteksti suchasnykh sotsiokul'turnykh problem fakhovoyi pidhotovky maybutnikh vchyteliv / Viktor Mykolayovych Makhinov // Naukovyy chasopys NPU imeni M. P. Drahomanova. Seriya 17. «Teoriya i praktyka navchannya ta vykhovannya». – K.: NPU, 2011. – Vyp.17. – S.13 – 23.

8. Nikolayeva S. YU. Tsili navchannya inozemnykh mov v aspekti kompetentnisnoho pidkhodu / Sofiya Yuriyivna Nikolayeva // Inozemni movy. – 2010. – № 2. – S.11 – 17.

9. Pokushalova L. V. Formirovaniye inoyazychnoy professional'no-oriyentirovannoy kompetentsii u studentov tekhnicheskogo vuza /Lidiya Vladimirovna Pokushalova // Molodoy uchenyy. – 2011. – № 3. – Т. 2. – S.151–154.

10. Yaburova O. V. Inshomovna komunikatsiya maybutnikh pedahohiv: sutnist' ta zmist problemy / Olena Volodymyrivna Yaburova // Linhvodydaktyka: teoriya, metodyka, dosvid. – Slov'yans'k, 2013. – Vyp. 4. – S.89 – 94.

У статті розглянуто питання інішомовної підготовки майбутніх учителів нефілологічних спеціальностей. Визначено завдання такого процесу, а саме: оволодіння необхідною сумою знань, умінь і навичок; формування здатності здійснювати міжкультурне професійно спрямоване спілкування; розвиток умінь вільно та адекватно розуміти й зумовлювати певні мовленнєві висловлювання. Подано змістові напрями інішомовної підготовки, що передбачають формування складових професійної компетентності: мовленнєвої компетентності, до якої включаються компетенції в аудіюванні, говорінні, читанні, письмі та перекладі; мовної компетентності, тобто знання мовного матеріалу, сформованість рецептивних та продуктивних навичок його застосування; лінгвосоціокультурної компетентності, основними компонентами якої є соціолінгвістична, соціокультурна та соціальна компетенції. Вказано активні методи навчання, що використовуються з метою формування інішомовної компетентності студентів немовних спеціальностей до яких віднесено: імітаційні, які передбачають навчання професійним умінням і навичкам та пов'язані з моделюванням професійної діяльності, імітуються як ситуація, так і сама професійна діяльність; неігрові, що передбачають аналіз конкретних ситуацій; рішення ситуаційних задач; вправи, виконання індивідуальних завдань; ігрові, розігрування ролей (рольова, ділова гра).

Ключові слова: інішомовна підготовка, інішомовна професійна компетентність, активні методи навчання, самостійна робота, професійна компетентність.

В статье рассмотрены вопросы иноязычной подготовки будущих учителей нефилологических специальностей. Определены задачи такого процесса, а именно: овладение необходимой суммой знаний, умений и навыков; формирование способности осуществлять межкультурное профессионально направленное общение; развитие умений свободно и адекватно понимать и вызывать определенные речевые высказывания. Подано содержательные направления иноязычной подготовки, предусматривающие формирование составляющих профессиональной компетентности: речевой компетентности, в которую включаются компетенции в аудировании, говорении, чтении, письме и переводе; языковой компетентности, то есть знание языкового материала, сформированность рецептивных и продуктивных навыков его применения; лингвосоциокультурной компетентности, основными компонентами которой являются социолингвистическая, социокультурная и социальная компетенции. Указано активные методы обучения, используемые с целью формирования иноязычной компетентности студентов неязыковых специальностей к которым отнесены: имитационные, которые предусматривают обучение профессиональным умениям и навыкам и связанные с моделированием профессиональной деятельности, имитируются как ситуация, так и сама профессиональная деятельность; неигровые, предусматривающие анализ конкретных ситуаций; решение ситуационных задач; упражнения, выполнение индивидуальных заданий; игровые, разыгрывание ролей (ролевая, деловая игра).

Ключевые слова: иноязычная подготовка, иноязычная профессиональная компетентность, активные методы обучения, самостоятельная работа, профессиональная компетентность.

UDK 378.802.037

Konchovych Kateryna

Candidate of Pedagogical Sciences, Senior Teacher
Mukachevo State University

THE MAIN REQUIREMENTS TO THEORETICAL AND PRACTICAL QUALIFICATION OF A FUTURE FOREIGN LANGUAGE TEACHER

The professional competence of the future English teacher is the integral personal creation, which contains appreciatively- motivational (motives, professional position, attitude), cognitive (knowledge, skills), personal (personal features and skills), reflexive(self-correction, self-assessment) components with the help of which the effective professional duties of foreign language teacher are fulfilled. On the other hand, it is the result of professional competence acquisition (in the process of professional and practical training). The peculiarity of foreign language professional competence formation is in the fact that the half of these competences are acquired during the training at the first specialty.

Key words: professional competence, pedagogical mastery, theoretical competence, practical competence, communicative competence, language competence, social and cultural competence, lingual and methodological competence.

Today, Europe has been in search of new values that are related to mutual understanding, cooperation, agreement, aspiration to create a multicultural, polylinguistic and multi-ethnic Europe. In the implementation of these values, a new generation of European teachers has assigned a certain place.

The urgency of the study is connected with the conditions of the establishment of Ukrainian statehood, the revival of national spirituality, the formation of national dignity of citizens, the development of ties with the countries of Europe, therefore the role of teachers in society is growing. The process of learning foreign languages in secondary schools to be effective and consistent with the current stage of learning, the teacher must master the theoretical and practical knowledge of the techniques that are the key to his professionalism.

The problem of teacher training is very important and interesting. Many domestic and foreign researchers engaged in the problem of teacher training, has made a significant contribution to the development

of this issue. Nowadays the problem of the professional competence of the teacher involves the following scientists: V.A. Adolf, T.G. Brazhe, V.I. Zhuravlev, S.B. Yelkanova, S.Yu. Nikolaev, T.G. Novikova, V.G. Redko, V.A. Skazkina.

The new national standard for learning English is based on key concepts such as communication, culture, motivation and interactivity.

The purpose of the article is theoretical development, scientific substantiation of pedagogical technology, which provides the professional competence of the future teacher of a foreign language.

The leading goal of teaching a foreign language is the recognition of the formation of communicative competence, which has several components: linguistic; sociolinguistic; social and cultural; strategic; social; discursive [1, p.37].

Linguistic competence involves mastering a certain amount of formal knowledge and corresponding skills related to different aspects of language: vocabulary, phonetics, grammar. This raises the question: what