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## **LANGUAGE COMPETENCE AS AN ESSENTIAL ELEMENT OF PERSON'S INTELLIGENCE**

*This article is devoted to various approaches to the formation of linguistic competence in terms of intelligence and cultural diversity. The aim of the scientific work is to analyze the specific capture of language competence elements by teaching foreign languages. Particular attention is paid to the cultural approach of foreign languages studying. It has been underlined that modern education is in the process of finding scientifically based ways of creating the culture of international communication, willingness and ability of students for productive intercultural interaction and integration of foreign students in the new social cultural conditions by means of education. Contemporary education is designed to form person's desire and ability to preserve, revive and develop culture as the environment and a unique phenomenon. It has been also underlined that recently, the problem of particularly acute development of multicultural education for students is rather actual as it is necessary to form a coherent identity, taking into account its ethnic, regional and human components. It is also pointed out that integrative competence of a teacher, his professionally significant qualities must ensure the unity of his own educational and communicative culture. The authors stress the need for cultural orientation of the educational process in general and conclude that among all of the functions of language competence, intercultural one deserves our special attention.*

**Keywords:** *language competence, person's intelligence, cultural identity, communicative culture, social cultural features.*

### **The problem and its link with the important scientific tasks.**

Modern society is characterized by openness of the outside world. Increasingly expanding the scope of communication with representatives of other states in the field of professional and spiritual activities. In connection with this, there is a tendency for communicative educational disciplines, including foreign languages, to be promoted on one of the leading places. Recently, the issue of the development of multicultural education for the

formation of harmonious identity of students, including ethnic, regional and human component is especially acute. Due to the fact that at the present stage of the educational services' development the group of students became heterogeneous in their national composition, the development of cultural competence moves to one of the first places. Considering this any study which analyzes the specifics of mastering the elements of linguistic and cultural competence by studying the teaching of foreign languages is especially relevant.

The formation of language competence takes place in the interaction and harmonization of the following competencies: cognitive, competence self-improvement, social interaction, information and technological competence, competence communication [8, p. 116]. In multinational groups of students, the level of general cultural competence of the teacher is increasing. It is worth considering competence as an integrative, professionally significant quality of the personality of the teacher, ensuring the unity of his general, pedagogical and communicative culture. Recently, when choosing methodological approaches to the analysis of the potential of the educational process, one can trace the tendency to combine several principles in one approach, which help to more fully identify the patterns and interrelations of the investigated process or phenomenon.

**Analysis of the publications.** In modern methodological science there are many approaches to the development of linguistic competence [1; 4; 6]. The system-structural approach is recognized by the majority of scholars as an approach that allows to consider language competence in the form of a system, to determine its composition, functions, properties. From the standpoint of the above approach, we can consider language competence as an open system that is capable of self-organization. It is known that the competence of the language competence includes: linguistic competence, which also contains a collection of linguistic knowledge of a person; language competence, which is a language system in action that provides the use of a certain set of linguistic means; socio-cultural competence, which involves the possession of language, ethic and linguistic behavior; communicative competence, which consists of the ability and readiness of the student to intercultural communication, dialogue of cultures with the help of a foreign language; psychological and pedagogical competence, which is considered as a special psychological state of the teacher to perform professional functions, in particular, all the qualities of the teacher, which provide a high result of professional activity [3, p. 77]. It is logical to conclude that the study of language competence as a system involves the interaction of several components. First and foremost, this is a cognitive and operational activity component. And if we are talking about linguistic competence as a personal characteristic, one can not forget about the motivational-value and reflexivity-estimating components. In the groups of

students, where there are up to five different nationalities, the intercultural function of linguistic competence becomes more and more relevant. This function is aimed at including students in intercultural communication not only with the teacher or the bearer of a foreign language, but also with each other.

**The aim of the scientific work.** Considering all the above, the aim of our scientific work is to analyze the specific capture of language competence elements by teaching foreign languages.

In the process of learning, students in such groups not only learn English as a foreign language, they study the socio-cultural characteristics of their mates. The study of the subject goes on taking into account socio-cultural features of the modern multicultural world, which involves cultural interaction, adequate mutual understanding and spiritual enrichment of representatives of various linguistic and cultural communities.

**Research Results and Discussions.** Studying language supposes not only obtaining means of communication, but also as means of reflecting the culture, psychology and mentality of the nation. The students get the opportunity to know their own language better as well as culture of their country, establish relationships with the cultures of different countries. At the classes it is expedient to use intensive educational technologies that enable to simulate situations of intercultural communication, as well as cognitive tasks, illustrating the cultural life and traditions of those countries from which students came to study in Ukraine. The information function is intended to expand the socio-cultural space, which includes the possession of ways to search, analyze, select the correct information necessary for speech activity, communicative behavior. The cognitive and interpretive functions are closely related to the information function. Interpreting function of language competence is necessary for understanding the interlocutor, the communication partner. Different means of communication can reflect the events of the surrounding reality and also interpret them in accordance with the system of values and orientation of the individual. We can not forget about integrative functions. It helps to combine the knowledge, skills, methods of educational and cognitive activity from different disciplines into a coherent system that extends the boundaries of the discipline «Foreign Language». Integration function is designed to develop students' ability to self-control, self-regulation, self-realization, ability to use accumulated potential in professional activities.

In the methodological literature it can be often met the term called competent approach to the studying [5, p. 324]. In accordance with this approach, informality is not put forward in the first place; the ability to solve problems in different life situations is paramount. Value and self-worth of knowledge thus does not decrease with such an approach. Its essence is to change the relationship to knowledge and the ways of

mastering them. In the works of contemporary culturologists and methodologists one can find a list of characteristics of a competent approach. This is, first and foremost, a priority orientation towards the goal, namely: the ability to learn, self-determination, self-actualization, socialization and individual development [5, p. 323-324].

It is also worth noting, as already mentioned above, the growing role of cultural approach. It allows to consider language competence as an integral element of the culture of the individual and the student and teacher [2, p. 22]. This approach ensures the implementation of the principle of culture compliance education. In today's educational environment, the cultural approach is gaining momentum. In the Ukrainian multinational society, there is an increase in cultural diversity, the struggle of different social groups for the right, recognition, national-cultural and religious rebirth. On the one hand, there is a policy of recognizing the values of an increasing number of social groups and personal freedoms, developing programs for the rehabilitation of peers from abroad, the Crimea and the Donbas, the adaptation of settlers and migrants, and the fight against discrimination and the manifestation of nationalism. On the other hand, the growth of cultural diversity generates xenophobia, stratification by religious and ethnic-language principles, and the desire of "indigenous" citizens to distance themselves from immigrants and refugees. The facts of intercultural conflicts among students in different pedagogical systems are preserved. Strengthening attention to the problems of culture, to the use of the cultural approach in various fields of science, including in education, is due to a number of objective factors: understanding the phenomenon of culture as a phenomenon that penetrates all spheres of social life, the process of polylogue of the world and local cultures, becoming humanistic paradigm as the dominant socio-cultural aspect. Modern education is intended to educate a person, ready and able to preserve, revive and develop culture as an environment and as a holistic phenomenon. Cultural approach to education involves the purposeful identification of the reflected in the content of education and accumulated in society culture.

Such an approach to constructing the content of education contributes, firstly, to the study of cultural and historical traditions, to the moral and emotional development of students in the context of the interconnection of universal and national cultures; secondly, the formation of understanding among students of the diversity and mutual influence of cultures, the necessity of the transition to a dialogue of cultures; thirdly, the assimilation of values, attitudes, norms of behavior of representatives of other cultures, education of respect for human rights, tolerant attitude to the cultures and spiritual values of different peoples, ethnic groups, nations.

Often, one can observe during the lectures for students that in the process of intercultural communication interlocutors operate encyclopedic

knowledge, which can be called universal, and sometimes knowledge, regionalism, that is, knowledge possessed by a certain contingent of people associated with a common history and place of residence. But there is also background knowledge. The need to strengthen the cultural orientation of learning a foreign language in a non-formal high school is due to several points. First of all, it is a question of the fact that the modern student is not well prepared for professional-cultural expression in a foreign language environment. It should also be remembered that we are not only preparing a specialist who speaks a foreign language, but a linguistic person who possesses all the arsenal of communicative possibilities. In addition, a modern teacher working in multinational groups needs to determine the modern format of interaction between a teacher and a student in order to develop not only linguistic but also personal qualities of students. Thus, modern education is in the process of finding scientifically grounded ways of forming a culture of interethnic communication, readiness and ability of students for productive intercultural interaction, integration of foreign students into new socio-cultural conditions by means of education.

**Conclusion.** Thus, from the number of different approaches to the formation of linguistic competences in modern students, the most interesting to us is the cultural approach, and among the functions of language competence, intercultural one deserves special attention. Cultural approach to learning a foreign language and forming foreign language socio-cultural competence contributes to the formation of global students' thinking and creates an intellectual basis for their future professional activities. This approach creates conditions for focusing students on universal values, contributes to increasing interest in someone else's culture and language and overcoming cultural-centricism. In this regard, any educational material should be considered from the point of view of its cultural component and influence on the formation of a student's readiness for mutual understanding, willingness to cooperate, deprivation of negative stereotypes in the perception of representatives of other cultures.

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**Наталія Рибіна, Наталія Кошіль, Ольга Гирила. Мовна компетентність як передумова особистісного інтелектуального розвитку людини.**

*Стаття присвячена різним підходам до формування мовної компетентності як умови особистісного інтелектуального розвитку людини в рамках глобального культурного різноманіття. Метою авторів є аналіз специфіки опанування елементами мовної компетентності шляхом вивчення процесу викладання іноземних мов. Особлива увага приділяється культурологічному підходу до процесу викладання іноземних мов. Автори наголошують на необхідності культурологічної спрямованості цього процесу та роблять висновок про те, що серед усіх функцій мовної компетенції, інтеркультурна заслуговує на особливу увагу.*

**Ключові слова:** мовна компетентність, особистісний інтелектуальний розвиток людини, культурна ідентичність, комунікативна культура, соціокультурні особливості.

**Наталія Рибина, Наталія Кошиль, Ольга Гирила.  
Языковая компетентность как условие личностного  
интеллектуального развития человека.**

*Статья посвящена различным подходам к формированию языковой компетентности как условия личностного интеллектуального развития человека в рамках глобального культурного разнообразия. Целью авторов является анализ специфики освоения элементов языковой компетентности путем изучения процесса преподавания иностранных языков. Особое внимание уделяется культурологическому подходу к процессу обучения иностранным языкам. Авторы подчеркивают необходимость культурологической направленности этого процесса и делают вывод о том, что среди всех функций языковой компетенции, интеркультурная заслуживает особого внимания.*

**Ключевые слова:** *языковая компетентность, полиэтничный просторанство, культурная идентичность, коммуникативная культура, социокультурные особенности*

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