A Historical Perspective on the Development of the Concept *Competence*
Исторический Аспект Развития Концепции "Компетенция"

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Аннотация
Коммуникативная компетенция, включающая в себя язык, имеет наибольшее значение из восьми ключевых компетенций необходимых для личностной самореализации и развития, активной гражданской позиции, социальной интеграции и трудоустройства (Европейская рамочная конвенция 2001, стр. 3). Успех устойчивого развития коммуникативной компетенции студентов требует проанализировать существующие концепции коммуникативной компетенции и перспективы их дальнейшего развития. Целью работы является анализ существующих концепций коммуникативной компетенции и разработка гипотезы для дальнейших исследований. Вывод из анализа существующих концепций коммуникативной компетенции показывает, что концепции коммуникативной компетенции постоянно меняются и сопровождаются изменениями в терминологии, где следующим этапом развития концепции "компетенция" становится концепция инновативной компетенции.

INTRODUCTION

Communicative competence that involves language (Druviete 2007, p. 12) is one of the eight key competences which individuals need for personal fulfilment and development, active citizenship, social inclusion and employment (European Commission 2004, p. 3). The enhancement of students' communicative competence becomes particularly important for the development of education and culture change in the constantly changing environment.

The term *communicative competence* comprises two words, the combination of which means *competence to communicate* with the central word *competence* (Bagarić, Djigunović 2007, p. 94).

The concepts of communicative competence have been constantly changed and accompanied by a change in the originally used terms, namely, language proficiency, communicative proficiency, communicative language ability, communicative language competence etc. (Bagarić, Djigunović 2007, p. 99) and communication competence (Zaščerinska 2008, p. 1-8) understood as "competence in communication" (McCroskey 1984, p. 259).

Communicative competence is considered by a number of researchers in the Baltic region and other countries:

- communicative competence (Briede 1996; Игнатьева 1999; Kramiņa 2000; Барышева, 2004; Lūka 2006; Stanionis, Kilivuniene 2008; Skrinda 2008) and
- language competence (Фролова 2002; Kramiņš 2004; Laiveniece 2004; Lūka 2008);
- research on communication competence in the United States of America emphasises the psychological approach (Almeida 2002; McDowell 2000; Keyton and Strawn 1999; Hugenberg and Yoder 1994; Schaller and DeWine 1993) and the intercultural approach (Bradford, Allen and Beisser 1998; Savignon 1976)б
- the research on communication competence in China has tended to focus on Chinese communication behaviours where confucianism is generally identified as the foundation of Chinese culture and tradition (Chon 1993);
- the definitions of the communication in the mother tongue competence and the communication in a foreign language competence (European Commission 2004, p. 7);
- the research on *Peculiarities of Novice Educators' and Students Trainees' Communication Competence* in Lithuania (Stankeviciene, Kraujeliene, 2008).

The success of students' communicative competence in education requires to analyze the existing concepts of communicative competence and to determine contemporary trends in the development of the concept *competence*. The aims of the following paper are to analyze the existing concepts of communicative competence and to determine contemporary trends in the development of the concept *competence*. The search for the prospects of further development of communicative competence involves a process of analyzing the meaning of key concepts, namely, *competence, communicative competence, communicative language competence, communication competence* and *innovation competence*. The study would show a potential model for development indicating how the steps of the process are related following a logical chain: competence → communicative competence → communicative language competence → communication competence → innovation competence.

The remaining part of this article is organized as follows: the state-of-the-art section demonstrates the author's position on the topic of the research. The following part of the paper introduces a historical perspective on the existing concepts of communicative competence in linguistics. Finally, some concluding remarks are provided.

STATE-OF-THE-ART

The modern issues of global developmental trends emphasize "a prime importance in sustainable development that is to meet the needs of the present without compromising the ability of future generations to meet their own needs" (Zimmermann 2003, p. 9). Thus, the sustainable personality is a person who sees relationships and inter-relationships between nature, society and the economy (Rohweder 2007, p. 24). In other words, the sustainable personality is a person who is able to develop the system of external and internal perspectives whereas the development of a system of external and internal perspectives becomes the main condition for the sustainable personality to develop. For instance, the concern of the European Union, namely, to become "the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion" (European Commission, 2004, p. 2) and Latvia, namely, to increase its welfare whereas the most valuable resources of a government are its population's dreams and expectations (Volkova 2006, p. 1) for the innovative economy, demonstrates the significance of developing the system of external and internal perspectives for the development of humans, institutions and society because the more diverse humans are, the wiser the mankind is (Maslo 2006a, p. 16) where everyone is responsible for the world and history, for his/her own unique fate and the fate of nature and culture (Панов 2007, стр. 140).

The subject-content structure of the system of external and internal perspectives as depicted in Figure 1 by Ahrens and Zaščerinska (2010, p. 180) is a complex open system (I. Rudzinska, 2008, p. 366). Thus, the elements of the subject-content structure of the system of external and internal perspectives vary in accordance with an applied methodological approach to the system of external and internal perspectives.

For the process of the individual's sustainable development the synergy between external and internal perspectives is emphasized by Čehlova (Z. Čehlova, 2002, p. 9) (see Figure1).

Thus, the life necessity to develop the system of two perspectives, namely, external and internal, determines the research methodology of the development of the concept *competence*.

However, in real life sustainable personality is often perceived from one of the perspectives:

- from the internal perspective accentuating cognition,
- from the external perspective accentuating social interaction and
- finding a balance between the external and internal perspectives (Surikova, 2007, p. 29).

The methodological foundation of the present research on the concept *competence* is formed by the System-Constructivist Theory (Maslo 2006b, p. 39; Homiča 2009 p. 46) based on

- Parson's system theory (1976, p. 9-30) where any activity is a system,
- Luhmann's theory (1988, p. 1-14) which emphasizes communication as a system,

- the theory of symbolic interactionalism (Mead 1973; Goffman 1977) and
- the theory of subjectivism (Groeben 1986).

Thus, the System-Constructivist Theory and, consequently, the system-constructivist approach to learning introduced by Reich (2005) emphasizes that human being's point of view depends on the subjective aspect:

- everyone has his/her own system of external and internal perspectives (see Figure 1) that is a complex open system (Rudzinska 2008, p. 366) and
- experience plays the central role in a construction process (Maslo 2007, p. 39).
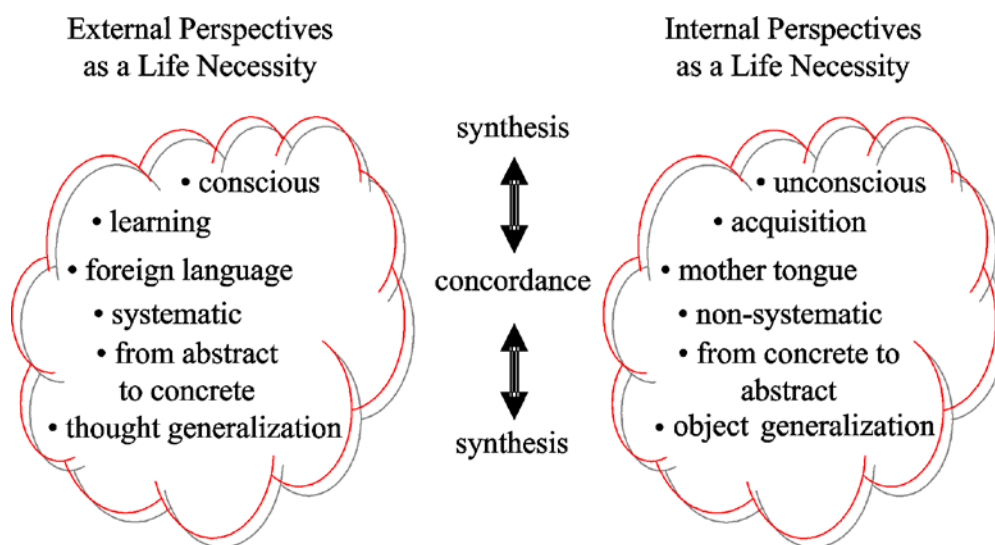

Figure 1: Developing the system of external and internal perspectives as a life necessity (Ahrens and Zaščerinska, 2010, p. 180)

Thus, four approaches to the concept *competence* are revealed:

- from the internal perspective accentuating cognition,
- from the external perspective accentuating social interaction,
- finding a balance between the external and internal perspectives and
- developing the system of the external and internal perspectives.

The fourth approach is considered to be applicable to the present research on the concept *competence*.

Moreover, the author's position on the topic of the present research, namely, developing a system of external and internal perspectives, is reflected in the principles of mutual sustainability and mutual complementarity. The principle of mutual sustainability means to provide a complex of possibilities that allows everyone (both a student and an educator in the context of the present research) to learn (Панов 2007 стр. 72). And the reflected principle of complementarity points that opposite things (principles in the context of the present research) supplement each other for finding the truth (Grabovska 2006, p. 21-22). Thus, the present research is a social product (Ольшанский 2000, стр. 7) where the prerequisite is dialogue (Ольшанский 2000, стр. 6).

A HISTORICAL PERSPECTIVE ON EXISTING CONCEPTS OF COMMUNICATIVE COMPETENCE IN LINGUISTICS

The present part of the research focuses on the historical perspective of the development of the concepts *competence* on the linguistic discourse. *Competence* as a scientific category was first mentioned in Chomsky's linguistic theory (1965) as an analytical category to explain the language as a phenomenon.

Chomsky considers that the "linguistic theory is concerned primarily with the ideal speaker-listener, in a completely homogeneous speech-community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions,

shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance" (Chomsky 1965, p. 3-4). Thus, he makes "a fundamental distinction between *competence* (the speaker-hearer's knowledge of his language) and *performance* (the actual use of language in concrete situations)" (Chomsky 1965, p. 4) addressing to the concept of language not as merely a systematic inventory of items but a "Humboldtian conception of underlying competence as a system of generative processes" (Chomsky 1965, p. 4). Hence, Chomsky's linguistic theory refers competence to monolingual native speakers and defines *competence* as the knowledge of the language (Karapetjana 2007, p. 15).

Then, the theory of context of the anthropologist Malinowski is emphasized for further development of the concept *competence* (Karapetjana 2007, p. 15): the concepts of the context of situation (the environment in the present research) and the context of culture have been created where the context of culture is the environment of the linguistic system and is of a great importance on the level of language use and interpretation. Malinowski's concept of the context of situation that includes the participants of the situation, their verbal and non-verbal actions, the effects of these actions, and other relevant features, objects, and events was generalized (Karapetjana 2007, p. 15).

Then, the concept *communicative competence* proposed by Hymes meant the ability to use the language in a social context (Karapetjana 2007, p. 16): Hymes considers competence to be the most general concept for the capabilities of a person being dependent upon (tacit) knowledge and (ability for) use (Hymes 1971, p. 50). Thus, Hymes refers to an individual's ability to use speech appropriately in a variety of social contexts (Karapetjana 2007, p. 16): the scholar seems to be concerned with the social and cultural knowledge that speakers need in order to communicate successfully by understanding and using linguistic means (Hymes 1971, p. 282). Thus, the concept *competence* has been extended to include the ability to use it (Karapetjana 2007, p. 16).

Common European Framework is consistent with earlier work in the development of the communicative competence (Savignon 1983, 2000; Canale and Swain 1980, etc) and seems to have provided the most comprehensive description of communicative language competences (Karapetjana 2007 p. 14-17): the ability to use a language communicatively entails both knowledge in the language and the ability of using it (Council of Europe 2001, p. 9).

Thus, the concept *competence* has been extended to include both the knowledge and the ability to use it (Karapetjana 2007, p. 16) that can be illustrated by the following example: communicative competence is the ability to use a language both receptively and productively in real life situations (Lūka 2006, p. 221).

The *communicative competence* concepts as the basis of developing the system of external and internal perspectives involves the components highlighted in Table 1.

Table 1

Communicative competence as developing the system of external and internal perspectives

External Perspective	Developing the System, Regulating Dissonance	Internal Perspective
meaning	schemas	sense
denotation	chunks	personal meaning
scientific	gambits	spontaneous
whole	concept system	part
	grammar	connotation
	new type of function	

Thus, the concept *competence* has been extended to include the knowledge, the ability to use it and the ability to create knowledge (Zaščerinska 2009, p. 3; Reeves 2009, p. 1) that allows using the term *communication competence* in the frame of the present research while the communicative competence remains the overall concept.

Considering the prospects of the development of the *competence* concept and innovation in education (Lifelong Learning for Creativity and Innovation 2008, p. 4) (see Table 2), the development of the communicative competence tends to the concept *competence* extended to include the ability to innovate knowledge – creation, dissemination and application of knowledge - that allows using the term *innovation competence* in the frame of the present research while the *communicative competence* remains the overall concept.

Table 2

Five phases of the development of the concept *competence*

Phase	Name of the competence	Definition	Theoretical background
1.	competence	the speaker-hearer's knowledge of his/her language	Chomsky's linguistic theory (Chomsky 1965, p. 4)
2.	communicative competence	capabilities of a person dependent upon (tacit) knowledge and (ability for) use	Hymes's concept of *communicative competence* by (Hymes 1971, p. 50).
3.	communicative language competence	the ability to use a language communicatively entails both knowledge in the language and the ability of using it	Council of Europe (2001, p. 9)
4.	communication competence	- the knowledge, the ability to use it and the ability to create knowledge;	The overall concept *communicative competence* on the basis of System-Constructivist Theory (Zaščerinska 2009, p. 3);
		- knowledge usage, exchange and creation	the practice-based master programme's activity which uses a hybrid pedagogy combining both schooling and developmental strategies (Reeves 2009, p. 1)
5.	innovation competence	the ability to innovate knowledge – the creation, dissemination and application of knowledge	Lifelong Learning for Creativity and Innovation (2008, p. 4)

The study shows a potential model for development indicating how the steps of the process are related following a logical chain: competence → communicative competence → communicative language competence → communication competence → innovation competence.

CONCLUSION
The findings of the present research based on the analysis of the existing concepts of communicative competence allow determining contemporary trends in the development of the concept *competence,* namely*,* the concept *competence* has been extended to include the ability to innovate knowledge – creation, dissemination and application of knowledge - that allows using

the term *innovation competence* in the frame of the present research while the *communicative competence* remains the overall concept.

It might be stressed that the emphasis of the System-Constructivist Theory on the subjective aspect of human being's point of view and experience that plays the central role in a construction process allows a variety of the definitions of the concept *competence.*

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