

OLENA GONCHARENKO**THE IMPORTANCE OF COMMUNICATIVE COMPETENCE IN TEACHING PUPILS FROM NATIONAL MINORITIES OF UKRAINE AND THE UNITED STATES****Abstract**

The paper considers directions of the formation of a competence approach. The emphasis is placed on the nature of the socio-cultural content line that is interrelated with the speech line and is necessary for successful socialization in the development and training of students from national minorities of the Ukraine and the United States, improving the quality of modern education.

Keywords: communicative competence, competence approach, socio-cultural content line, information and communication technologies, the State Standard of General Secondary Education (Ukraine)

Introduction

The development of the communicative competence of schoolchildren, first of all those from national minorities, by assimilating the available and necessary volume of knowledge in languages taught, mastering of all kinds of speech activity and acquisition of certain social experience is the key and most important means of training and development of their personality in the process of learning all other subjects from pre-school and primary education.

There are numerous comparative publications (N. Lavrichenko, E. Lokshina, O. Miljutina, O. Ovcharuk), didactic works (N. Bibik, A. Savchenko), psychological surveys (A. Asmolov, I. Beh, A. Kononenko, M. Zabrodskij, V. Rybalko, etc.) describing the peculiarities of applying the concept of competence in various educational spheres. However, it is the interpretation of the direction of the content of the competence category to various fields of education that gains a wider meaning, but borrowings from the international experience and the introduction of this experience into domestic education for the socialization of children from national minorities have not been elaborated to perfection.

The Analysis of the Latest Research and Publications in Which the Solution of This Problem is Outlined

The problems of modernization of education are very important and timely. They are studied by the American scientists: Ph. Altbach, H. Bennet, A. Bestor, E. Boyyer, G. Weiner, J. Goodland, H. Kelli, A. Lewy, R. Tyler; by the Russian scientists: V. Veselova, A. Vladimirov, B. Vul'fson, Z. Mal'kova, V. Pilipovskij, V. Razumovskij, T. Sajpulaeva; by the leading Ukrainian scientists-educators: I. Zvarych, A. Kovjazina, T. Koshmanova, N. Pacevko, L. Puhovskaja, O. Romanovskij, M. Shutova. Some aspects of the above problem got fragmentary coverage in the Ukrainian teachers' works on the ways of reforming education and improving the quality of education for children from national minorities. There are

pedagogical investigations on the issues related to the quality and determination of a rational volume, on updating the contents of the curriculum. Availability of such a program is studied by domestic scientists: V. G. Bevz, L. D. Berezovskaja, N. M. Bibik, M. I. Burda, N. M. Burins'kaja, A. N. Girnjak, V. O. Grishhenko, I. P. Gudzik, L. I. Denisenko, Ju. I. Zavalevskij, S. P. Kogutenko, Ju. B. Kuznecov, O. I. Ljashenko, I. V. Malafiik, O. Petruk, O. Ja. Savchenko, Ju. I. Tereshhenko, O. M. Topuzov, O. L. Haritonova, O. Horoshkovskaja etc. In their scientific and pedagogical research they emphasize the need to improve the programs and textbooks, to improve the level of their assessment and to determine the role of a teacher under today's conditions. At the present stage there are no fundamental scientific results concerning the pedagogical technologies developed through the use of active and interactive methods of studying the Ukrainian language, independent creative activity of pupils, especially for children of immigrants from national minorities.

The Updated State Standard for the Study of the Ukrainian Language in Providing Key and Subject Competencies

It is worth noting that one of the important prerequisites for teachers' high quality work in modern conditions and for effective teaching of the Ukrainian language to pupils is the availability of textbooks, including electronic and teaching kits. It should be noted that today the sign of modern education is the introduction of information-communication technologies (ICT). In studying the impact of ICT and their application in the educational process to ensure high quality level of pupils such mechanism as monitoring the quality of education, in particular, educational achievements of pupils may be used (Gricenchuk, 2013; Lokshina, 2004). When using ICT, the components of the teacher's work change, which is especially important for the successful formation of competence in training and development of all schoolchildren without exception.

The aim of the paper is to determine the specificity and importance level of communicative competence in the implementation of the linguistic, socio-cultural and activity content line to provide the speech line in teaching pupils from ethnic minorities in Ukraine and the USA.

At the present stage education abroad is being developed using the competence approach. So, taking into account the specificity of the subject 'The Ukrainian language', this approach can provide the formation and development of key competencies of students, such as communicative, social, and general cultural, as well as an ability to learn. The main thing to do for the implementation of the profile training at the lessons of the Ukrainian language is to shift from the passive forms of learning to active creative work. The basic characteristic of active learning is its correspondence to the nature of human perception, its focus on opening the personal 'I' both of the student and of the teacher through their creative interaction (Metodicheskie rekomendacii po izucheniju ukrainskogo jazyka v obshheobrazovatel'nyh uchebnyh zavedenijah). In this context a new state standard has been elaborated. It stimulates learners not to assimilate a certain amount of knowledge and skills, but to develop an ability to use them in various life situations, that is to form the key and subject competencies (Derzhavnij standart nachal'nogo obshhego obrazovaniya; Ob osnovah gosudarstvennoj jazykovej politiki;

Ponomareva). However, the essence of this concept is associated with final education outcomes that are usually accurately recorded and measured. The standard specifies that the main purpose of primary learning, first of all, of the Ukrainian language is the development of communicative competence, which is both a key and a subject competence, taking into account the possibilities and interests of students, as well as the acquisition of a certain range of knowledge about the realities of material and spiritual culture of the Ukrainian people. In our opinion, there should be an appropriate rating level of knowledge about the condition and development of the material and spiritual culture of the Ukrainian people. Different interpretations of adjacent concepts in scientific-pedagogical papers in the field of education can be distinguished as follows:

- competence is interpreted as a socially determined level of knowledge, skills and relations in a particular area of human activity, that is, it is the demand, the norm set from the outside;
- competence is an integrated capability of a personality that is composed of knowledge, experience, values, and relations that can be realized as a whole in practice, that is it implies individual experience of using competencies developed in the process of learning. In other words, competence is knowledge in action;
- communicative competence is an ability of the individual to apply in a particular communication situation knowledge of the language, ways of interaction with people and events nearby and at a distance, group work skills, knowledge of different social roles (Derzhavnij standart nachal'nogo obshhego obrazovaniya).

Curricula with the Ukrainian Language at Stage I Schools for the Successful Socialization of Pupils from National Minorities

A new generation of educational programs in the Ukrainian language for stage I schools with Russian, Hungarian, Romanian/Moldovan, Polish languages of learning have been recently developed at the Institute of Pedagogy NAPS of Ukraine and adopted as the basic ones. These programs are built in accordance with the content lines that were highlighted in the State standard: speech, language and socio-cultural lines which are interconnected and aim at developing key and subject competencies (Derzhavnij standart nachal'nogo obshhego obrazovaniya; Ob osnovah gosudarstvennoj jazykovej politiki; Petruk). In the programs, language knowledge is regarded not as a goal in itself, but as a means of developing and improving verbal skills, particularly, communicative. Speech is the most universal means of communication. The programs identify the content of the socio-cultural line. It has close relationship with the speech line. In our view, it is particularly important that the socio-cultural line of the programs' content orients Ukrainian pupils of the secondary school to studying the languages of national minorities. At the same time familiarization with and assimilation of social norms of verbal behavior implies assimilation of certain communication areas defined by the program; this is necessary for the successful socialization of children from national minorities and their integration into the Ukrainian social medium. An important direction of socio-cultural content line is the upbringing of a citizen of Ukraine who respects the state, national symbols, languages and cultures of other peoples living in the Ukraine, and

treats them with tolerance (Derzhavnij standart nachal'nogo obshhego obrazovanija; Ob osnovah gosudarstvennoj jazykovoju politiki; Zajceva, 2013; Marchuk, 2009).

Conclusion

Thus, education for pupils from national minorities is based on principles of equality and non-discrimination in the acquisition of the systematized knowledge and skills, in the comprehensive development of the individual; it is also on the state creating conditions for the preservation and development of national languages and cultures. The efforts should be directed to:

- instilling in citizens of our country human and national dignity;
- teaching the state language in its entirety at the level of state standards incorporated into the school curriculum;
- attracting the pupils to national spiritual values of the Ukrainian people and national minorities;
- inculcating values of the European and world culture, making the pupils aware of their relationship and interaction in the Ukrainian context;
- developing, primarily, such moral qualities as kindness, honesty, respect for others regardless of their national origin;
- creating conditions for unity, organizing social medium. The higher the development level of the social medium, the more consolidated the society is.

Bilingual education is quite common in the world, particularly in the U.S. where there are more than ten kinds of bilingual programs, the choice of which is made by the local bodies and state government, depending on the needs of the region. The basis for assessing the performance of schoolchildren for each state is a standard that is developed at a certain level and that allows assessing students' knowledge levels by marginal scores. The content of standards include requirements of what the pupil must know and be able to do; they are outlined in the curriculum and supported through textbooks, lesson plans, etc. (Linn, 2006).

It should be noted that the main components of the educational standards of the American high school are based on:

- improving the quality of education;
- humanization of education, and succession;
- predictive, critical and evaluative, organizational and managerial functions (Cizek, Bunch, Koons, 2004).

In our opinion this approach to the development of school education in the U.S., and the ways of its realization create conditions for the leading position of the state in the world. Thus the U.S. science occupies the leading position, although by some of the indicators of economic and technological development, it lags behind Japan and other developed countries (especially in the field of robotics and electronics).

Our further interest is the development of methodology for comparing and evaluating the quality of education of children from national minorities in order to select the most rational standards for their training.

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