

ABSTRACTS

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L.Yu. Lichman

GENESIS OF FOREIGN LINGUISTIC COMPETENCE DEVELOPMENT AT HIGHER EDUCATION INSTITUTIONS OF UKRAINE: METHODOLOGICAL CONTEXT

The paper focuses on the methodological model for studying the development of foreign linguistic competence at higher education institutions of Ukraine. The particular attention is paid to the issues of theoretical and terminological amorphousness being found in the competence-oriented pedagogy that causes certain difficulties in designing the methodological framework. The methodological sources interpretation and classification are found to directly rely on the chronological boundaries of the study: the study object global representation refers to the one theoretical and terminological experience, while the study object local representation goes with another. In this regard, a scientifically-based extensive definition for the concept of foreign linguistic competence development genesis has been articulated and developed: the genesis and development of a paradigm for attaining bilingual / polylingual competence with the conceptual frameworks being constantly displaced (shifted) – those ones being generated in interactive relations between proto competence / competence practices and the other educational traditions ranging from the chronologically adjacent to the chronologically remote periods (short and long time). Such elucidation substantiates important theoretical principles for building the research methodology of foreign linguistic competence genesis, specifically the principle of essential proximity of equivalent definitions and the principle of historicism.

Key words: foreign linguistic competence genesis, proto competence sources, terminological equivalence, historicism, retrospective view, paradigm.