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## **CRISIS OF COMPETENCE: SOME ASPECTS OF LANGUAGE EDUCATION IN META-HISTORICAL ENVIRONMENT**

The article deals with the critical issues of building linguistic competence in meta-historical environment. There are examined some aspects of cognitive linguistics, psychology and pedagogy in regard to the theory of frames and ideas about personality authenticity. It is noted the correlation between the aspects of language education and the ones of a competence-based approach. There are designated promising ways for developing the cognitive abilities of high school students while building their foreign linguistic competence.

*Key words: authenticity, foreign linguistic competence, frame, epistemophilia, cognitive map, meta-historical environment.*

**Introduction.** The present civilization is rapidly going towards its meta-historical stage. The transformation of religious and cultural boundaries, a further dent in the financial and economic sector, states disintegration, migratory turbulence exacerbation, the increase of military and terrorist threats – all the matters characterize the post-historical stage of social development.

The modern civilization meta-historical context, among other things, is derived from fundamental contradictions between human information-technology and cognitive abilities. The onrush of global communication and the productive powers defies critical judgment and analysis. Thus, there developed a gap between the external and mental existence; being in the thick of the self-increasing energy of labor and technologies, a person takes a back seat, bereft of existentially vested priorities to assert their interests and values. Under the circumstances there emerges a life imbalance, the attempts to apperceive it give rise to more and more questions: «Natural science gives us an answer to the question of what we must do if we wish to master life technically. It leaves quite aside, or assumes for its purposes, whether we should and do master life technically and whether it ultimately makes sense to do so» [1, p. 12].

As a result, the outstanding issues, concerning the life of an individual, are deposited on other social significant problems and contradictions, such as the striking discrepancy among civilizations, mismatched religious and cultural codes and so forth. The contamination of diverse personal and social issues catalyzes a different historical reality – meta-historical context.

Indeed, the current reality specifically influences the educational sphere: the situation of civilizational conflict needs an adequate educational response. In particular, the issues of linguistic tolerance, perhaps, head the list under the circumstances of immigration turbulence and terrorist threats. In fact, the complex process of personal and civilizational integration can be accomplished with greater productivity subject to the possession of language ethnocultural competence: everything that is told, untold, concealed, forbidden, amounts to a communicative product and determines human tolerance level.

**Literature review.** The issues of building a linguistic competence at the meta-historical stage of the civilization development are presented in the works of V. Artiukhov, A. Zavadovsky,

V. Sobol, H. White, M. Foucault, N. Chomsky and others. The research discourse peculiarity involves correlating directly the concepts of language and history against the background of a civilizational crisis and catastrophic transformations in the society.

**The aim** of the paper is to determine some cognitive aspects of building a linguistic competence within the framework of authenticity theory.

**Findings.** Studying the issues of inter-civilizational communication, as well as the ones of multi-lingual hermeneutics contributes to finding the features of building language space in its meta-historical stage. It should be remembered that a word, a dialogue, the verbal system of communication and understanding are of great importance. After all, the linguistic communication link among the members of different ethnic or sub-ethnic groups has a detected, vitally important, status – the status of full-fledged life: without being in dialogical relations, people cannot conduct their vital actions to the full extent. Hence, a competence-meaningful dialogue is not so much communicative as the event-related act, in which speech is an action, it emerges as an event. In this case, the word goes through semantic horizons and penetrates into the event: «The «word» [parole] aspect is therefore the exercise of language by each of us at every moment, and in this we can say that the word is always an event. Someone stands up and speaks: it is an event» [2, p. 83].

In this context, the word as performance energy or active force, resulting in an event, has a high creative life potential and, therefore, it may be endowed with a high social status. This very status should establish the strategy of language training, causing introducing innovative socially oriented learning technologies. To do this one should use a variety of cognitive abilities of teachers and students in the language education.

However, it is worth noting that from a logical point of view the possibility of training / learning a language is, according to Ludwig Wittgenstein, a kind of indefinite potential or the «shadow» of a teaching / learning process. But the possibility is realized and reveals its potential only in individual speech acts [3, p. 80].

This statement directly correlates to a competence approach in psycholinguistics, actualized through the efforts of Noam Chomsky [4]. According to the views of the American researcher, a linguistic competence is, firstly, a potential continuous device for creating values, meanings and understanding. Secondly, meanings originate in the act of a particular verbal actualization, that, respectively, provides for understanding them. It is an obvious point that a linguistic competence is infinite space of operational capabilities, which metamorphose in the individual speech event. This confirms the need for the more intensive development of a learner-centered approach in language education. In addition, the ideas of N. Chomsky about a linguistic competence and man as a generative verbal device require a more careful scientific-pedagogical and psychological analysis; which will significantly expand the arsenal of teaching tools and language training technologies.

At the same time, there still remain many unresolved issues in linguistics as the science of language. It goes without saying, the level of linguistic knowledge directly affects the processes of building the linguistic competence of students, that points out the necessity of investigating a language nature more closely.

The problem of understanding, which is key for language education and psycholinguistics, requires a particular examination; the issues concerning the mechanisms of language reception, the meaning of the word «understanding», the possibility to understand, the connection between a word and its object should be studied in the future.

In this list Ludwig Wittgenstein, one of the most respected analysts of language, stands out particularly, as he formulated many high demand tasks, including the hermeneutic ones. For example, thinking about the specific connection between a word and its concept, the German philosopher challenges the point of the logocentric correspondence of a sign to its meaning, discourse and follow-up activity. To his mind, «It is as if we could grasp the whole use of a word in a flash. – And that is just what we do in these words... It becomes queer when we are led to think that the future development must in some way already be present in the act of grasping the use and yet isn't present. – For we say that there isn't any doubt that we understand the word, and on the other hand its meaning lies in its use» [3, p. 80].

Such a question formulation opens prospects for improving language education concerning the «unresolved issues». In addition, the questions of word reflection in the acts of understand-

ing, intention and action means that the imperfect social order of the world has been given, or predetermined by the cognitive markers structuring the communications, strategies and actions of people. The distinction between words and deeds, words and events affects the formatting of competencies, it partly clarifies the eschatological tone of the meta-historical outlook, that directly determines social skills and events.

Indeed, the current events fundamentally correlate the volume and system of qualifications. For example, the dissolution of crafts, trades, dynastic traditions is directly associated with the extinction of the animal population: the number of species living on the Earth decreases year by year. As a result, they produce changes in the linguistic map of the world, pointing to the death of languages and language families. All this affects the dynamic reconstruction of different national cultures, that largely reduces the level of existential, social, cultural and economic competence of mankind.

Recognizing such global conversions tends to overcome the crisis by means of the quick improvement of competence level as a necessary criterion for substituting the paradigm of the conflict for the survival one. The idea of the prospects turned into the concept of creating a new educational strategy. At the end of the 20th century the countries of Western Europe adopted a competence-oriented doctrine as the basic educational model.

Meanwhile, studying linguistic and the individual's cognitive abilities opens prospects for improving the process of building foreign linguistic competence in high school students. Obviously, while arranging teaching activities, in particular, selecting learning support materials, one should take into account the psychology of personality. Getting the very deep semantic foundations of consciousness refers to the realistic simulation of training activities, the successful design and actualization of a teacher – students communication.

In our view, the pedagogical activity success formula consists of three principles:

- polarity / congruence;
- modularity;
- epistemophilia.

From the perspective of the paired principle of polarity / congruence the teacher builds up antinomic educational material by selecting such learning activities, training situations, tests, audio and video training aids, role-playing games, etc., the content of which either corresponds to the nature of the student's cognitive map (congruence), or does not correspond (polarity). In both cases, there are struck authentic, existential «cords» of the student; it has a beneficial psychological and emotional basis for the successful solution of learning goals and objectives, especially in terms of training and general communication adaptation. The mentioned principle can be regarded as a kind of educational foreign language imagotherapy when any communicator is suggested immersing in the sphere of authentic or not authentic ideas, rueful feelings, states, sensations, etc. resulting in «creating a stable system of dominant ideas and dynamic stereotypes» [5, p. 137].

The modularity principle assumes that cognitions, or the authenticity frames are both peculiarly personal, original and social corporate. While developing training modules or curricula one should proceed from the principle of modularity, positing that the individual student's cognitive map is «built in» in the generalized concept of «impersonal student». Designing training materials and a learning process assumes that every situation and each approach fix atopic contours, these are frames used for consolidating an individual module, the individual frames of authenticity, which are universally adapted to the main, general-purpose educational tasks. On the one hand, focusing on the principle of modularity formalizes, somewhat schematizes the system and process of learning, but on the other hand, just as important, it enriches this system with the synergy of general pedagogical and individually authentic intentions.

Focusing on the principle of epistemophilia is caused by the reason that the motivation and keynote for creating any texts (not necessarily fiction, not only written, but the oral ones) are the desire, in R. Barthes' view [6, p. 127], to unravel a tangle of twists, plots, narrative plans, connotative and denotative constructions, etc.: «the movement of narrative itself is driven by desire in the form of «epistemophilia», a desire to know: we want to discover secrets, to know the end, to find the truth... For stories also have the function, as theorists have emphasized, of teaching us about the world, showing us how it works, enabling us – through the devices of focalization –

to see things from other vantage points, and to understand others' motives» [7, p. 91]. Such a context attaches an additional value to studying authentic foreign language texts that naturally brings together the individual personal and national cultural cognitions. Within this framework even dealing with collocations, focusing on the reinforcement of speech patterns significantly enrich students' vocabulary, bring them closer to understanding the foreign language culture: «... there is a force in the sentence (linguistic entity)...the sentence is a nature whose function – or scope – is to justify the culture of the narrative» [6, p. 127]. Epistemophilia, as foreign language text socio-cultural immersion and meeting their own authentic desires and needs to learn, detect and differ the meanings of phrases and texts, increases the prospects for building the students' communicative competence. What is more, epistemophilia has been inherent in man as biological entity: love of a word, desire for self-actualization, need for being understood are among the main features of human nature. According to Ortega y Gasset, having evolved, gradually connected with culture, man had communication requirements which were very important, crucially significant for the life support. The requirements were unquestionably dominant as compared to the other ones; they demonstrated something that made the key difference between man and the other animals, – namely the inner world and unquenchable desire to be expressed and heard by all means [8].

Developing methods and mechanisms for improving foreign language training in terms of upgrading the trainees' authentic, inherently creative, abilities requires an appropriate evaluation method. Taking into consideration the fact that the issue of estimation is a topic in its own right, as a preliminary reflection we present the following formula for determining the effective foreign linguistic communicative competence due to the students authenticity frames activation: the coefficient of performance is equal to the coefficient of congruence of educational material and the trainee's psycholinguistic structure.

Going forward the process of building foreign linguistic communicative competence can become more and more pragmatic, when the level of verbal abilities will be adjusted in accordance with the theory of speech acts, when utterance, as T. A van Dijk puts in, will have illocutionary force. Although, from the researcher's point of view, the prospect is a matter for the future: «Now, this task is more a programme, at the moment, than actually carried out. We know something about various speech acts and their contextual conditions, but little about the systematic relationships with the (grammatical or other) structures of the utterance... Since we know not much more, we have little to offer for a more general theory of pragmatic comprehension which is part of a cognitive theory of information processing» [9, p. 213].

Man's individuality which is reflected in the peculiarities of human mental organization, has been the subject of scientific research, especially in the field of advanced cognitive technologies. But even now it is clear that the ideas, objectives and functions of cognitive linguistics, and cognitive poetics, are implemented more and more in education, that gives a new impetus to progressing cognitive pedagogy and enables intensifying the foreign linguistic communicative training of students.

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У статті досліджуються кризові проблеми формування лінгвістичної компетентності в метаісторичному контексті. Розглядаються окремі аспекти когнітивної лінгвістики, психології і педагогіки у зв'язку з теорією фреймів і уявлень про автентичність особистості. Відзначається кореляція між аспектами лінгводидактики та компетентнісного підходу. Окреслюються перспективні шляхи розвитку когнітивних здібностей учнів вищої школи в процесі формування іншомовної компетентності.

*Ключові слова:* автентичність, іншомовна компетентність, фрейм, епістемофілія, когнітивна карта, метаісторичний контекст.

В статье исследуются кризисные проблемы формирования лингвистической компетентности в метаисторическом контексте. Рассматриваются отдельные аспекты когнитивной лингвистики, психологии и педагогики в связи с теорией фреймов и представлений об аутентичности личности. Отмечается корреляция между аспектами лингводидактики и компетентностного подхода. Намечаются перспективные пути развития когнитивных способностей учащихся высшей школы в процессе формирования иноязычной компетентности.

*Ключевые слова:* аутентичность, иноязычная компетентность, фрейм, эпистемофилия, когнитивная карта, метаисторический контекст.

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