

COMPETENCE-BASED APPROACH TO TRAINING THE HIGH SCHOOL STUDENTS-INTERPRETERS DURING ONLINE LEARNING

Neustroieva G.O., Ponomarenko N.V.,

National Technical University «Kharkiv Polytechnic Institute», Kharkiv

Hromov Vadym, Kazakova N.A.,

V.N.Karazin Kharkiv National University, Kharkiv

This paper considers the competence-based approach to training the high school students-interpreters during online learning. The formation of a single educational space in Europe involves changes in the system of higher education. These changes concern the sphere of organization of the educational process and control of its quality. In general, all transformations have a single goal to increase the level of knowledge of qualified specialists and make them competitive in the European labor market. Improving the quality of education is possible by presenting its results in the form of competencies in disciplines. A competency-based approach to defining the goals and results of education enhances its practical orientation, which fully corresponds to modern views and requirements for the educational process. The formation of competence acts as the result of the educational process. This approach allows us to more clearly define all the steps of training. We consider it appropriate to evaluate the rating of students' competencies in the disciplines of the educational program. This corresponds to the modern view of education as a process, the result of which should be the formation of various types of competencies. Consequently, the result, i.e. competencies, should be assessed. This approach allows improving the quality of teaching in terms of its compliance with European requirements.

There is no doubt that communicative competence is a certain structure. In the model proposed by the Common European Framework, the following are distinguished:

1. Linguistic competence is knowledge of linguistic means for creating grammatically correct and meaningful statements and the ability to use this knowledge.

2. Pragmatic competence is knowledge of the correspondences between communicative intentions and statements that implement them, between the variable form of an utterance and the situational conditions of a speech act.

3. Sociolinguistic competence is knowledge of the relationships between linguistic signs and their situational meaning. When teaching foreign languages, the formation of linguistic competence is considered the main one.

In the competence-based approach to the learning process, it is necessary to compare the stages of mastering the material with the level of proficiency in a foreign language according to the scheme proposed by the European Council. This is a rather complex process, since various types of speech activity are distinguished (writing, reading, speaking, etc.) and within them, the stages of passing the competencies may be different.

The fundamental competencies in determining the content and methods of teaching are clearly formulated and personally oriented. The types of learning tasks are built in logical accordance with the competencies that need to be developed.