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**COMPETENCE-BASED APPROACH IN LEARNING FOREIGN  
LANGUAGE AS ONE OF THE MAIN COMPONENTS FOR EUROPEAN  
LEGAL PROFESSIONALS**

In the world educational practice the concept of “competence” is a central concept by reason of:

Firstly, it unites the intellectual and skill components of education;

Secondly, the concept of competence contains the ideology of the interpretation of the content of education, formed “from the result”;

Thirdly, the key competence has an integrative nature, as it incorporates a number of homogeneous and closely related skills and knowledge relevant to a wide sphere of culture and activity.

The concept of competence is broader than the concept of knowledge, or skill, or experience, it includes them. At the same time, competence is not a simple sum of only these components; it also includes motivational, ethical, social and behavioral elements. It includes both learning outcomes (knowledge and skills), and a system of value orientations, habits, etc.

The term competence was firstly introduced by Khomsky in relation to linguistics and denoted knowledge of the language system as opposed to owning it in real communication situations or performance.

Gradually, in the foreign, and then in the domestic method, in contrast to the linguistic competence of Chomsky, the methodical term “communicative competence” appeared, which began to be understood as the ability to communicate through the language, that is, to transform thoughts and exchange them into different situations in the process of interaction with other communicators, using the system of linguistic and speech norms correctly and choosing communicative behavior, is adequate to the authentic situation of

communication.

In connection with the promotion of a new goal of teaching a foreign language - mastering the language as a means of communication – in the 1970s, a communicative approach to learning a foreign language appeared in the United Kingdom. Communication is understood as the transmission and communication of cognitive and affective-evaluative information, the exchange of knowledge, skills and abilities in the process of speech interaction of two or more people. At the same time, the fact of interaction does not always mean that communication has taken place. There are a number of examples where the participants of the interaction say phrases, replicas, but the exchange of information, understanding and interference does not occur. The reason for this is the lack of coordination of communicative competence. It is the formation of communicative competence that is today the main goal of teaching a foreign language even for students of Law Faculties.

European scientists distinguished the following components of communicative competence:

- Linguistic competence – knowledge of vocabulary units and grammatical rules that transform lexical units into meaningful statements;
- sociolinguistic competence – the ability to choose and use adequate language forms and means, depending on the purpose and situation of communication, on the social roles of communication participants, that is, whoever is a communication partner;
- discursive competence – the ability to understand various types of communicative statements, as well as to build various types of communicative statements, as well as build holistic, connected and logical utterances of different functional styles (article, letter, essay, etc.); involves the choice of linguistic means, depending on the type of utterance;
- strategic competence – a verbal non-verbal means (strategy), which man resorts to in the event that communication has not taken place; such means can be as a repeated reading of the phrase and a re-query of an incomprehensible sentence, and gesture, facial expressions;
- socio – cultural competence – knowledge of cultural characteristics of native speakers, their habits, traditions, norms of behavior and etiquette and the ability to understand and adequately use them in the process of communication, while remaining a bearer of a different culture; the formation of social competence presupposes the integration of the individual in the system of world and national cultures;
- social competence – the ability and desire to interact with others, self-confidence and in their abilities to communicate, and also help others to support communication, put themselves in its place and the ability to cope with situations arising in the process of misunderstanding of communication partners.

Communicative competence presupposes the possession of various speech functions, that is, the formed ability to express one or another communicative

intention: a request, consent, invitation, refusal, advice, reproach, etc.

Competence is formed in the process of teaching by the teacher, family, friends, politics, religion, national culture and traditions and other factors. In this regard, the implementation of a competence approach depends on the entire educational and cultural situation in which a person lives and develops and from other competences that a person acquires in the course of his life.

With all the diversity of approaches, we can conclude that: communicative competence is considered as “knowledge” not only declarative (demonstration of knowledge in the form of using or recognizing language rules and examples), but also procedural (using the language to achieve communicative goals).

All components of communicative competence are interconnected, “servicing” speech activity, determining the success of communication and showing the level of practical knowledge of a foreign language among students.

The components of communicative competence are not only linguistic in nature, but also include the ability of students to build and understand meaningful texts, effectively communicate and accurately perceive communicative content, achieve the goal of verbal communication and interact with representatives of a different culture.

Testing the components of communicative competence is considered as the main way of pedagogical measurement of the results of mastering a foreign language as one of the main components for European legal professionals.

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## **FUTURE ECONOMISTS' SELF-EDUCATION COMPETENCE DEVELOPMENT**

Nowadays students need systematic enhancement and deep knowledge in mastering their educational and future professional skills and the ability to process information, which is constantly updating, to rework and apply it rapidly and creatively in educational, cognitive, and professional activities. One of the main ways of solving these problems is to choose the strategy of continuous education on the basis of self-education, self-development and self-improvement. It is important to indicate that students' self-education requires diagnostic analysis. It should become an important part of the educational process, help in scientific research work and facilitate active future specialist formation. Self-education, according to V. Shpak, is a consequence of education and a condition of its efficiency. It facilitates knowledge and intelligence formation, mental ability development. Thereby, we assume it is efficient to consider self-education as a mean of students' scientific research work. Independent cognitive activity is