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Language competence phenomenon in ethnosociological researches

Based on the theoretical literature analysis a competence notion, communicative and language competences are determined. The distinguishing features of the competence and competency are revealed. Their structure and interrelation with ethnic factors are considered from the psychological point of view. In the article the analysis of the works on the problem of the competence is considered. Thus, three stages of studying the competence are emphasized according to the theoretical studying of the literature of both native and foreign scientists. Such kinds of competence as communicative and later language competence are in the focus of the investigation. Herewith language competence is presented as a subspecies of communicative one. Language competence is revealed as a process and a result of a cognitive activity. Moreover it is considered from the point of the theory of a social identity. Also language functions and speech conscious are determined with the purpose of understanding the essence of the language competence. In the article the role of a language as an ethnic identifier is revealed. On the basis of theoretical analysis the following definition of the language is contributed: «A human language is the result of the omnitude of the brain functional purpose where brain «is being taught» to form neuronal nets peculiar only to human beings with the purpose of handling notions, categories, word meaning as combinations of tones and symbols». The role of a language competence in effective multicultural surroundings forming is determined. The object of the research is the language competence. The subject of the research is the interrelation of the language competence and ethnic factors. The purpose of the research is to consider language competence significance in ethnopsychological investigations.

The assumption that language competence possession impacts on relationships forming in multiethnic area acted as a general hypothesis of the study.

Key words: language competence, communicative competence, ethnopsychology, social identity, language, competence, competency, ethnolinguistics.

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Тілдік құзыреттілігі этнопсихологиялық зерттеулерде

Теориялық әдебиеттерді талдау негізінде құзыреттілік ұғымы қарастырылған. Құзыреттілік пен құзыреттік түсініктерінің айрықша белгілері анықталды. Олардың құрылымы мен этникалық факторлармен өзара қатынасы психологиялық көзқарас жағынан қарастырылды. Мақалада құзыреттілік мәселесі аймағындағы жұмыстар сараптамасы көрсетіліп отыр. Сөйтіп, отандық және шетелдік зерттеушілердің еңбектерінің негізінде құзыреттілікті зерттеуінің үш кезеңі бөлініп шығарылды. Зерттеудің негізі ретінде құзыреттіліктің коммуникативтік және тілдік түрлері қарастырылып отыр. Соның ішінде тілдік құзыреттілік коммуникативтік құзыреттіліктің түрі ретінде айқындалып отыр.

Түйін сөздер: тілдік құзыреттілік, коммуникативті құзыреттілік, этнопсихология, әлеуметтік бірдейлік, тіл.

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Феномен языковой компетентности в этнопсихологических исследованиях

На основе анализа теоретической литературы рассмотрены понятия компетентности, коммуникативной и языковой компетентности. Определены отличительные черты понятий компетентности и компетенции. Их структура и взаимообусловленность с этническими факторами рассмотрена с психологической точки зрения. В статье приведен анализ работ по проблеме компетентности. Так, выделены три стадии изучения компетентности на основе литературы отечественных и зарубежных исследователей. В центре исследования – такие виды компетентности, как коммуникативная и языковая. Причем языковая компетентность представлена как подвид коммуникативной. Языковая компетентность рассматривается как процесс и результат познавательной активности. Более того, она определена с точки зрения теории социальной идентичности. Также определены языковые функции и речевое сознание с целью понимания сути языковой компетентности.

Ключевые слова: языковая компетентность, коммуникативная компетентность, этнопсихология, социальная идентичность, язык.

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LANGUAGE COMPETENCE PHENOMENON IN ETHNOSOCIOLOGICAL RESEARCHES

According to Oxford advanced learner's dictionary, competence is the ability to do something well [1, p.47].

The concept "competence" is considered to have been used first in the USA in 60s of XXc. in the context of the activity approach aimed at training the specialists able to compete in the labour market.

The analysis of the competence concept performed by such researchers as V.I. Baidenko, G.E.Belitskaya, L.I. Berestova, N. Chomsky, N.A. Grishanova, D.Hymes, A.V. Khutorskoy, N.V. Kuzmina, V.N. Kunitsyna, A.K. Markova, D. McClelland, J. Raven, R. White, I.A. Zimnyaya allows to stand out conditionally three stages of the competence research.

The first stage is characterized by the supposition of the competence/competency concepts differentiation. The second stage is characterized by the usage of the competence/competency categories in the theory and practice of language teaching (especially of non-native language), management, teaching of communication. The third stage supposes the consideration of the competence as a scientific category relating to the education.

It was the first stage of competence investigating when Dell Hymes put in the concept of communicative competence which is the intuitive functional knowledge and control of the principles of language usage [2, p.2].

The second stage is determined by the most fundamental competence investigation performed by the psychologist John Raven. His work "*Competence* in a modern society" was based on David McClelland's writing about testing the competence [3]. After publishing D. McClelland's article "Testing for Competence Rather Than for "Intelligence" in the journal "American Psychologist" in 1973 the competence-based approach got many followers [4].

At the same time L.A. Petrovskaya's book "Competence in communication" appeared in the field of social psychology, in the context of which, except communicative competence, concrete special forms of training on forming this "personality feature" [5]. L.A. Petrovskaya's investigation was continued by L.M. Mitina as the focus on social-psychological (conflictology) and communicative aspects of the teacher's competence. This allowed to correlate Mitina's investigation to the third stage conditionally [6].

Y.G. Tatur gives the following definition in the article "*Competency-based approach* in the *describing* the *results* and design of

higher education standards": "Competence is an integral trait of personality, that characterizes its aspiration and capability (readiness) to realize the potential (knowledge, abilities, experience, personal features etc.) for successful activity in a certain area" [7, p.11].

Following J. Raven's understanding the content of the "competence" notion as "*a special ability, necessary for effective* fulfillment of a definite action in a definite subject area, and including narrowly-specialized knowledge, subject-oriented skills of a *special kind, ways of thinking, and also understanding of responsibility for one's action*" we treat the notion in a broad sense [3, p.5].

John Raven singled out 39 kinds of competences which he identifies as "reasoned abilities". There is an ability to self-education, self-control, critical thinking, readiness for complex problems solving, insistence, ability to collaborative work, searching and using of feedback, ability to listen to other people and take the said into account, ability to resolve a conflict, to cut off a corner, and others [3, p.6].

Though the authors belong to different ethnical and even professional categories, we can see that their judgments about the "competence" notion are resembling: the notion is considered as a complex of personality's features, abilities and treats.

Learning of the competence problem assumed great scope in Great Britain where it had got the government support since 1986, and the competence concept formed the basis of national qualification standards system.

Competence is considered as an integrated concept. Considering it as a structural formation, L.M. Mitina singled out activity-based (knowledge, abilities, skills and methods of professional activity fulfillment) and communicative (knowledge, abilities, skills and methods of business communication fulfillment) substructures [4, p.6].

N.V. Kuzmina singled out professional-pedagogical competence elements presented as competences:

1. special competence in the field of the discipline taught;

2. methodic competence in the field of students' skills and knowledge forming methods;

3. social-psychological competence in the communication processes;

4. differential-psychological competence in the field of students' abilities and motives;

5. personality's autopsychological competence [8, p.8].

Y.V. Rudensky determines two competences: social and communicative, and the latter, in turn, consists of such partials as communicative-diagnostic (diagnostics of social-psychological situations), communicative-prognostic (communication results forecast), communicative-programming (content, goals, devices, and preparation for communication), and communicative-organizing (means of drawing attention at communication subject) [9, p.104].

Having considered different approaches to competence category classification and structuring we can state that every of these approaches determines communicative competence as one of the important ones.

The considered approaches are accordant with V.N. Kunitsyna's definition which states that communicative competence is possession of complex communication skills and abilities, forming adequate abilities in new social structures, knowledge of cultural norms and limitations in communication, awareness of traditions, customs, etiquette in communication, keeping up appearances, mannerliness, orientation in communication means peculiar to national, class mentality and expressing in the context of the profession [10, p.45]. Certain assemblage of knowledge and abilities providing effective communication process is involved in the competence structure.

One can state conclusively that communicative competence is considered as an ability to set and keep necessary contacts with other people. While communicating and setting contacts it is impossible to avoid knowledge of language and speech. Language competence is responsible for it.

Language competence is the process and result of cognitive activity directed towards language and speech usage, and personality's self-development and making-up.

Speech functions and conscious do not exist in genetic material themselves. They develop in the process of child's development regardless of the language people around speak. This is the appearance of human genetic structure omnitude as the background of further forming of the world image and oneself in the world. Alongside with that, social environmental and national heredity, and historical, cultural and ethnopsychological peculiarities are overlapped to such universal structure – except universal planetary world images which human population memory stores a person has the images of social groups on the basis of national, gender, area and other differences.

In T.N. Gorobets's article "A word as a signal of symbols" there is the following definition of the language. "A human language is the result of the cerebrum functional purposes omnitude, and cerebrum in the process of the ontogenetic development "is being taught" to form a neuron net peculiar only to human beings with the purpose of handling notions, categories, word meaning as combinations of tones and symbols" [11, p.2].

According to H. Tajfel and J. Turner's social identity theory, language competence and behavior

are considered as a loyalty to one's nation, and other groups behavior in relation to the native language is perceived by a title nation as an expression of the attitude to their nation [12, p.5].

According to Y.V. Arutyunyan, the fact of the most language significance as an ethnic identifier was recorded at the ethnosociological researches of 90-s of the XXc. aimed at investigating identity and culture [13, p.189].

Y.V. Arutyunyan's ethnosociological researches revealed that a non-dominant nation in its surroundings, answering the question "What **creates an affinity among your nation?**" singled out a language as an integrating feature in comparison with the title nation. The role of a language as a consolidating psychological factor in particular was also recorded at the population census results [13, p.231]. The notion of a "native language" used in Soviet population census reflected not a real language behavior but the very assumption of the native language as a language of "one's own" ethnos, i.e. an ethnic consciousness element. Herewith, most people stated the Russian language as a native one in spite of belonging to different nationalities. These language assimilation tendencies were considered as a national damage. Therefore, a language acted as a national symbol as well as an ethnic identifier. Since that time a language has acquired more important social and political significance. Thereby many governments of post-Soviet union adopted laws of state languages, where such definitions as a state language (languages of title nation) and a language of international communication (generally the Russian language) were distinguished. Thus, Law of the Republic of Kazakhstan Concerning languages in the Republic of Kazakhstan, № 151-1 of 11 July, 1997 was adopted where the Russian language is officially equal to Kazakh in state agencies, local self-governments agencies, educational institutions, desk procedures [14, p.93].

Apart from traditionally investigated problems – language knowledge and using, and a language orientation in social groups – such problems as discrimination based on language competence, free choice of education and communication language, consolidation variants based on the language behavior, and real and mythology situation for ethnic mobilization on language interests are more frequently in the scientists' field of vision.

It may be deduced that due to the changing in social-status surroundings the danger of high contingence between language competence and interethnic relationships exists in contemporary conditions of political and economical unsteadiness. Thus, ethnosociological investigations subject is extended in the ethnolinguistics field.

Therethrough, it may be concluded that language competence is a basic particular part of a specialist. It includes: a high level of speech development that allows person to comprehend and render information freely in a communication process; an ability of active listening, giving feedback; understanding of non-verbal language; an ability to evaluate an interlocutor as a personality and choose one's own communicative strategy depending on this evaluation; an ability to behave according to the situation and use its specifics for achieving one's own communicative goals, and to evoke positive impressure of one's own personality. These abilities and skills contribute to propitious surroundings in multiethnic society.

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