



Pedagogical-Hermeneutic Approach to the Interpretation of the Competence Phenomenon in Modern Research



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Manuscript submitted: 09 Jan 2020, Manuscript revised: 27 Feb 2020, Accepted for publication: 12 March 2020

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Keywords

actualization;
approach;
classification;
competency;
structural component;

Abstract

The spread of a competency-based approach in modern education, its active implementation in the educational process, made the phenomenon of competency a key one when creating regulatory documents for educational institutions at all levels. As a result, competencies became the subject of research in various sciences. About five hundred dissertations on the phenomenon of skill were published in Russia. The emergence of new areas of training and specialties necessitated the justification of new competencies and, thus, contributed to the emergence of new scientific research. The trend created the conditions for summing up and systematizing some results. The research work examines the phenomenon of competency on the scale of different branches of scientific knowledge. The authors of the current research interpret the phenomenon in the context of pedagogical hermeneutics and such aspects as the target audience, the form of competency, its content, and actualization. The scholars tried to describe the quality of the educational process for the formation and development of competencies, and they gave an attempt to propose some approaches classifying the diversity of competency types.

International Journal of Social Sciences and Humanities © 2020.

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1 Introduction

Due to many factors, the end of the 20th - the beginning of the 21st century was a crucial stage in the development of the Russian education system. It was an essential period of implementing reforms in all echelons of the system - pre-school, school, and higher institutions. Not all transformations received an unambiguous assessment. However, one can note the relative unity of views regarding the usefulness of a competency-based approach, which became one of the leading positions in the implementation of the principle of harmonization of the national higher education system in Russia. The successful solution to this new task required the development of a scientific basis.

Russia's entry into the international educational space and the ideas of the Bologna process became a kind of catalyst for scientific research in this direction. Hundreds of dissertations considered issues of a competency-based approach. A variety of scientists published numerous dissertations between 1995-2012. However, interest in competencies in the educational process did not fade. The number of original scientific works decreased markedly; however, new research works in this area appeared annually.

Thus, some conditions arose that made it possible to summarize some results of studying the competency phenomenon:

- a) Introduction of a competency-based approach, its successful implementation in higher education,
- b) A relatively long period of scientific research publication- from the 1990s to the present,
- c) Representativeness of the number of studies,
- d) A wealth of experience gained.

2 Materials and Methods

The methods used:

- a) Content analysis of scientific research on the issues of a competency-based approach. The objects of the analysis were: the phenomenon of competency in the most diverse aspects of its study, approaches to the formation and development of competencies;
- b) Pedagogical hermeneutics as an interpretation of the text through the prism of perception of this phenomenon in the context of pedagogical sciences and values for the implementation of the educational process;
- c) Typology of competencies according to the criteria.
- d) The material used: an official document published by the Russian Book Chamber - state bibliographic index "Chronicle of dissertation abstracts"; texts of abstracts and dissertations on the issues of a competency-based approach.

3 Results and Discussions

As a next step, we would like to present a series of results obtained during the study of the phenomenon of competency on the above material using appropriate methods. A content analysis of scientific research has revealed the following: a competency-based approach reveals the issues in different areas of psychology - general, pedagogical, social, medical, legal, correctional, and other branches. Much attention is also paid to other areas, such as "Theory and methods of training and education," "Theory and methods of vocational education." Numerous researchers perform their scientific works in the field of "Theory and Methods of Preschool Education." It is important to emphasize that the issue of studying the phenomenon of competency has gone beyond the boundaries of psychological and pedagogical knowledge: there are dissertation studies in social philosophy, the economics of education, sociology, cultural studies, and the like.

The expansion in the field of scientific research is due to the presence of bright trends in education, one of which is its diversification. [Baidenko \(1995\)](#); [Vinogradova \(2001\)](#); [Kudrina \(1999\)](#); [Lomakina \(2001\)](#); [Rostovtseva \(2009\)](#); [Seselkin \(2004\)](#); and others dedicated their works to the issue of diversification. The

emergence of new areas of training and specialties raised the issue of various aspects of the phenomenon of competency. They can be grouped as follows: target audience, a form of competency, its content, and actualization. The target audience is represented by the individuals involved in the educational process. On the one hand, these are students, pupils, students of various courses. On the other hand, these are teachers - university professors, schoolteachers, administrative, and managerial personnel.

The form of competency is closely related to its content to emphasize the diversity of perception forms by different researchers. The results of the content analysis led to the following conclusions: there is a need to divide competencies into "traditional" and "new" reflecting in the terminological aspect. Traditional competencies are those competencies that are terminologically set. Their names are known; the competencies are understood and interpreted by everyone accordingly. For instance, "communicative competence," "foreign language competency," "social competency," "professional competency." These may also include competencies due to the specifics of a particular subject. In general, it is common knowledge that subject competencies can exist in various forms, for instance, "mathematical competency," "linguistic competency," "legal," "economical," and "information." Such terms as "interdisciplinary," "general subject" competencies are qualified for existence as well. Sometimes the name of competency reflects one or another type of principal activity; therefore, such terms are to be used: "conflictological," "research," "compensatory," "reflective," "management," and the like. It is critical to underscore that the emergence of these terms is more typical of the first decade of the twenty-first century.

For new competencies, some authors of the relevant studies apply special terms and introduce them into scientific circulation. For example, Solovova (2004), substantiated the form and content of methodological competency. Alekhina (2014); Kucherenko (2000); Ponomarenko (2008), and others tried to describe a discursive competency in their dissertations. Busygina (2000), researched the organizational and pedagogical fundamentals of the invariant training of the teachers of higher professional schools; she proposed the term "conceptual competence" in her work.

The integrative processes in modern education have led to the emergence of a new class of issues, the solution of which becomes possible at the junction of different scientific areas. It immediately affected the terminological apparatus of competencies: "didactic-methodical" Gryzlova (2004), "methodological and mathematical competency" Borzenkova (2007), "linguistic-humanitarian competency" Chernova (2007), "grammar-communicative competency" Sevostyanova (2001), "dialogue sociocultural competency" Loginova (2006), "informational and pedagogical" Tkachuk, (2007); Orobinsky (2001), and others. Some authors implement an even more comprehensive view of new competencies. Some separate studies are devoted to ethnolinguistic-cultural competency (Kairova, 2008), informational communicative-technological competency Osipova (2007), intercultural professional, and business communicative competence Nizkodubov (2007).

Thus, the term system used to designate the form of competency made it possible to differentiate competencies in two aspects: on the one hand, traditional and new, and the other, relatively simple and complex. However, as the results of the content analysis have revealed, the difference in the terminological apparatus is not always equivalent to the difference in the content of competencies, which often becomes the basis for discussion and criticism. For example, "conflict" and "conflictological" competencies, "linguistic" and "philological competencies," "speech" and "discursive" competencies, "personality-oriented" and "personality-developing" competencies, and the like. The content of each competency has its structure, but it is not uniform. It is of paramount importance to identify several points of view on the definition of the structure of competencies, more precisely, on its structural components. Let us consider the most popular ones.

According to the first point of view, the content of each competency can be described by the presence of structural blocks, the number of which can vary immensely. A set of blocks determines the type of competency. It makes it possible to group competencies as per some features accepted as a classification criterion. Each block, in its turn, can include its components and form the specificity of each particular competency, its distinguishing features from another competency similar in name. Let us briefly describe the blocks that are widely proposed by the authors of various scientific studies of the phenomenon of competency. It is of our interest to define the cognitive block as the body of knowledge – it covers fundamental concepts, the methods of activity that ensure the application of this knowledge. The block is aimed at the development of such qualities of a person's way of thinking as flexibility, independence, and criticality. The actualization of the block is based on a whole complex of a person's abilities. Among the most significant are the ability to analyze and synthesize,

the ability to take a fresh look at the familiar, see the unusual amongst the ordinary, the ability to be creative, and the like.

The activity block defines three essential points: the vectors of practical experience acquired during training; forms of activity in the context of which this experience will be acquired; the proportion of independent work in modern curricula. We would like to associate the actualization of the activity block with the development of skills that a person shall acquire in the framework of mastering a specific competency. The operational block involves the creation of conditions under which a person can select and apply the required means for the implementation of a specific activity since the "operation" is a unit of activity actualization. Based on this, it involves the ability of a person to generate and evaluate strategic ideas, develop the planned product of the activity, and take the required organizational steps.

The motivation block in the structure of competency is a combination of external and internal motives that master the activity determined by the specifics of an academic subject. Therefore, this block is aimed at forming a person's attitude to activity through the following steps: awareness of the purpose of the activity, development of interest in the process of activity, support for the pursuit of success in solving educational tasks. Successful actualization of the motivation block becomes possible only in the context of communication. That is why teamwork is recognized as a valid form of such actualization by several researchers of the phenomenon of competency.

Besides, we have tried to interpret the axiological block as a system of values, moral imperatives. As we have found out, it is realized through a person's awareness of the significance and value of the activity being mastered. The result of the actualization of the block is the development of a value-based attitude to surrounding people and events. It also contributes to a willingness to take personal initiative.

The communicative block is an essential component of numerous competencies. It includes knowledge, understanding, application of various language means, as well as technical means of communication in the transmission process, the ability to communicate, making a good impression on partners in communication, the ability to create relationships that positively affect the success of an activity. The specific form of actualization of the communicative block depends on the type of competency, its specificity.

The blocks listed above are most common when describing the content of competencies. However, in some cases, other structural components can be proposed as well. They do not form an integral block in the structure of competency, they have not gained popularity in the specialized literature and scientific studies, but despite that, these components are significant for the actualization of many competencies.

Some of these components are indicated in the composition of professional competencies. The technological component is aimed at the development of analytical, technological, and innovative technological skills. In the educational process, these skills provide the procedural and technological aspects of the activity for mastering professional skills and abilities. The ethical component is the ability and willingness to abide by the norms and rules of the ethical code of the respective profession, that is, a specialist is not entitled to use his or her knowledge and abilities for inhumane purposes. Because of this, it is essential to consider the social component as the ability and willingness of a person to take responsibility.

The reflexive component is typical for competencies in the field of pedagogical specialties. It shows a person's ability to exercise self-control, introspection, and critical self-esteem. Such personal qualities of a person as the responsibility for professional activities and the ability to analyze the possible consequences are the essences of actualization of the reflective component. Undoubtedly, most competencies involve the behavioral component, the conditions for its actualization focus on the reproduction of behavior patterns - the so-called "role-playing," which may help a person to develop individual behavioral tactics and strategies, to master actions that are adequate to the goals of behavior in the process of a team activity.

As the results of content analysis of the structural aspect of the phenomenon of competency have shown, the number of blocks that determine the content of competencies can vary significantly. It is noteworthy that we study variability not only when comparing different types of competencies but within the same type. The consequence of this is the fact that when researching the same type of competency, different authors indicate its content in different ways. It is especially typical for communicative and professional competencies, as well as for some subject competencies.

Another point of view on the component composition of competencies deserves special attention. Some authors propose the results of experimental verification of specially designed competency-building programs. An experiment in the formation of competencies in the context of the educational process requires a clear

definition of the criteria by which it is possible to assert that competency is formed or not. The criteria are strictly related to the content of the blocks. Each block includes specific material, which acts as an indicator of criteria fulfillment.

In compliance with the content analysis of the research, the number of structural blocks of competency content is less variable. The structure can be represented by three blocks: cognitive, active, and personal. Moreover, within each block, the components are relatively stable. The cognitive block traditionally includes data about the knowledge that a person shall acquire within the framework of this type of competency. The activity block includes such components as skills and abilities to apply this knowledge. It is the experience that a person acquires in the educational process for the formation of competency. The personality block contains three significant components:

- a) Personal qualities of an individual; on the one hand, these are qualities making it possible to carry out the process of forming competency, just as a person shall have a hearing to become a musician. On the other hand, a personality component reflects new personal qualities that are significant for this type of competency;
- b) Ability to activate, based on which the form of this competency is formed; for instance, the ability to a specific type of thinking, independence in performing activities. For communicative competency, as well as others, the ability of a person to interact is rather significant. Recently, this component has involved in its structure the individual's ability to interact effectively, and this has become one of the essential criteria for the formation of many competencies related to the field of communication;
- c) Willingness to implement the qualities and abilities to work. The following indicators determine this willingness: a person shows responsibility for the work performed, demonstrates the desire to acquire new knowledge, and is open to cooperation and teamwork.

Thus, the second point of view on the structure of competencies is presented mainly in those scientific studies that have a specific type of competency as the purpose of the study and, in this regard, conducting experimental verification. For instance, [Yai \(2003\)](#), has systematized the achievements on the problem of the component composition of bilingual methodological competence in the process of preparing a future foreign language teacher and also has included professionally-oriented types of speech activity and a bilingual methodological culture in the component composition. [Makkoveeva \(2007\)](#); [Rakhimova \(2007\)](#); [Sultanova \(2007\)](#), and others have sufficiently fully defined the structural components of sociocultural competence. [Marinicheva \(2003\)](#), described in detail the structure of intercultural communicative and professional competency in her dissertation, paid particular attention to the content analysis of the intercultural professional and business communicative competency in his research work. Since the number of structural components of such competencies is stable, they can be represented schematically in the form of a combination of six components that serve as criteria for the formation of competencies - knowledge, skills, abilities, qualities, and readiness for their implementation in the process of the activity.

There is another point of view on the structure of competencies. It differs in that the content of any competency is presented not in the form of the above blocks but in the form of separate competencies. Thus, the so-called "large competencies," which consist of smaller competencies, are considered. The term "sub-competency" is quite rare. However, these sub-competencies have blocks in their structure. This view on the structure of competencies is most popular among those authors who study the phenomenon of competency at the intersection of areas of activity, subject areas, as well as in the context of integrative processes in education and training. For example, Yuliya Falkovich has substantiated the content of translation competence in the context of the implementation of the propaedeutic course in teaching a foreign language.

It is this view of the structure of competency that helps to determine the vector of competency actualization correctly; that is, it helps a researcher to accurately indicate the type of pedagogical activity of a teacher in the educational process. It may be the formation of a separate type of competency, or its improvement, or its development. The formation of competency occurs when it is missing in the personal experience of an individual, or the level of its formation is insufficient and does not allow a person to carry out activities intended for this competency. In practice, these are the so-called "new" competencies.

Competency improvement is not associated with work from scratch; that is, a person obtains a competency because of his/her experience. The current research work focusses on one or more competency blocks, depending on the goals of the educational process or the features of the educational situation. One of the aims

of the current work is to improve this component, for example, by changing its content. It can be the elimination of obsolete components and their replacement with new ones, or the addition of new components to those existing in the structure of a unit. At the same time, the number of blocks does not change.

The development of competency involves making changes to the structure of the block itself, that is, while maintaining the existing structure, a new block is supplemented depending on the specifics of the competency, or in connection with a change in the conditions in which a person has to implement it. This path is most interesting for researchers of the competency phenomenon when its structure reveals itself in the form of sub-competencies. In some cases, the name of the competency may not reflect a change in the number of structural blocks within a "major competency." In other cases, this can affect the terminological apparatus: while maintaining the name, that is, critical competency, other elements are added to the name. Thus, new terms appear, the term system expands. It depends on the position of the authors studying the phenomenon of competency, the depth of the undertaken research, and the validity of the conclusions.

Consequently, the issue of interpreting the types of competencies arises. It is quite complicated for a modern researcher to navigate in the activity of interpreting the phenomenon of competency, being guided only by the terminology used to designate the type of competency. As noted above, the competencies that are identical in name can significantly differ in structure and, accordingly, in content, and vice versa - competencies that are different in the name we consider as identically structured, having its content.

The aspect of competency actualization is undoubtedly essential for the organization of the learning process, whose goal is the specific competency of a person, so it has become another object of content analysis of the dissertation research. The choice of an actualization vector, to a certain extent, specifies the direction of the study of the phenomenon of competency but does not fully disclose this aspect. It is advisable to keep in mind the methodological basis, that is, the approaches to the formation, improvement, and development of competencies, the principles of organization of the educational process, as well as the educational technologies implemented.

The category of approach is one of the essential features of the methodological base of pedagogical research. Its basic set of principles define each specific approach, which helps to structure the process of scientific analysis of the actualization of the phenomenon of competency. The choice of priorities, one or another approach, is carried out by the authors of the research to justify the advancement of specific priorities; the stereotypies or originality of the accents placed to allow the authors to give preference to one or another approach, or some combination of them. Recently, the idea of integrating different approaches, especially in the context of diversification of education, has gained popularity. The nomenclature of approaches and their combinations, on the one hand, are of great practical interest, and on the other hand, they contain the potential of novelty in the field of studying competencies and finding pedagogical conditions that ensure the effective implementation of a competency-based model of modern education. Based on the results of content analysis, a nomenclature of approaches was recorded, which allowed the researches to perform the dissertation works based on competencies. Among the most popular are competency-based, communicative, integrative, multidisciplinary approaches.

The competency-based approach focuses on the outcomes of education, which is the ability of a specialist to act in various practical situations. This approach is the basis for the formation and development of the phenomenon of competencies. The achievements in the field of competency-based approach in Russian pedagogy allow specifying its characterological features: the social and personal significance of the formed knowledge, skills, and abilities, qualities and methods of productive human activity, a clear definition of the goals of professional and personal improvement expressed in behavioral and evaluative terms; the statistical methods can improve, measure and process a definite system of measurement criteria.

The communicative approach ensures the effectiveness of the communication process in its most diverse forms. Its use is required for the formation of a wide range of competencies oriented to the sphere of communication. Not only linguistic disciplines act as educational material at present, but the issues of effective communication are also relevant for economic, social, legal, and many other areas that explain the role of the communicative approach for organizing the process of forming competencies in various fields of professional training.

The integrative approach allows building an interpretation of the phenomenon of competency-based on a combination of different approaches, orients the actualization of competencies using intrasubject communications of disciplines included in different cycles of the curriculum. The outcome of the

implementation of the integrative approach is the unity of concepts interpretation, the coordination of training materials, the continuity of knowledge and skills development, the systematic development of a person's creative abilities. The current trends in education provide a vivid description of the integrative approach in separate, scientifically developed areas, thereby it takes on new forms, for example, as an integrative-holistic approach or integrative-competent.

To some extent, the interdisciplinary approach (it should be noted that there are such types as interdisciplinary and multidisciplinary approaches) correlates with the integrative approach having some differences at the same time. This approach aims at integrating not only means of different subject areas but also different pedagogical technologies that contribute to the effective implementation of the model applied for the formation of a specific competency. Typical means of its implementation are specialized integrative courses forming a specific type of competency.

Since the activity block is an integral structural component of all types of competencies, we would like to propose the creation of a model for the formation and development of many types of competencies within the framework of the activity approach to training. There is a need to implement the competencies in separate forms, for example, as contextual, personality-activity, personality-oriented approaches. The contextual approach is based on the recognition of the need to build a relationship between specific knowledge and its application. Therefore, the learning process should include broad practical activity and have a person's experience as a solid base. The success of the implementation of the contextual approach in work on the formation and development of competencies is due to the observance of several strategic principles. The principle of consciousness provides an opportunity for the learners to associate the practice with instructions. The principle of activity directs the researchers and developers of competency-building models to ensure that these models correspond to the structure of the activity. It becomes possible to consider the process of knowledge assimilation, social experience in the form of activity. It allows determining the main stages of the process of formation of a specific type of competencies, as well as its experimental verification. We apply personally active and personality-oriented approaches in the formation of such types of competencies as personal, personality-oriented, personality-developing, organizational-activity, communicative-interactive, reflective, self-educational, conflictological, activity-oriented, creative-activity, and other types.

A systematic approach is also essential for researching the phenomenon of competency because it allows systematizing the results. It ensures the interconnection of the components that make up the competency structure while respecting their relative independence. It makes it possible to maintain the overall integrity of the boundaries of the phenomenon of competency, which is extremely important for the interpretation of significant competencies, consisting of some sub-competencies.

The actualization of the phenomenon of competency rests on these popular approaches. The list of approaches is extensive, and it includes the following:

- a) The information approach is a consequence of the current trend in the informatization of education and the development of the digital economy. These processes require new competencies from the learners. There are various forms of implementing this approach - information-activity, information-receptive, and others;
- b) The acmeological approach specifies the ideas of the humanization of education, allows considering the formation of competency as a new stage in the professional and personal development;
- c) The axiological approach calls for considering educational values from the standpoint of a person's self-worth; this allows exploring competencies in close connection with the issues of revealing the creative potential of a person;
- d) The anthropological approach indicates that when studying the phenomenon of competency, we should pay attention to the age, gender, constitutional, ethno-territorial, professional, and other features of the educational or professional activity of a person;
- e) A humanistic approach indicates the need to optimize the interaction of a man and society to ensure their most effective development. To this end, pedagogy puts forward the task of developing new teaching technologies. A teacher must identify the worldview and cultural potential of his or her subject and apply it in the organization of the educational process for the formation or development of competencies.

Besides, some authors perform the research on specific competencies in the framework of other approaches, such as reflective, synergistic, sociological, sociocultural, environmental, socio-pedagogical, socio-ecological, situational, role-based, production, professional, and personal approaches, and some others.

A variety of views on the structure of competencies and approaches to creating models and competencies actualization influenced the terminological aspect. In the dissertations included in the content analysis, the researchers propose about three hundred terms for designating types of competencies. It complicates the task of systematizing the obtained data; moreover, there is a problem with their classification. It is rather challenging to find a single criterion for its implementation. This article attempts to classify competencies according to the criterion of their belonging to the sphere of actualization. As a result, we identify nine groups of competencies that cover all types. Let us briefly describe each group.

We want to study professional competencies through the prism of dynamism, versatility, multidimensionality, and the changes taking place in society, and in the professional sphere. They are closely related to the objective nature of the professional activity. The function of professional competencies is to correspond to certain classes of tasks to ensure their implementation. The structure, as well as the content of professional competency, is mostly determined by the specifics of the professional activity itself. More than two hundred dissertations are devoted to professional competency, as well as its varieties. This group includes professionally active, professionally organizational, vocational-mathematical, vocational-technological, vocational-legal, vocational-foreign-language, vocational-language, vocational-communicative, vocationally oriented competencies and the like. A distinctive feature of the competencies of this group is the presence of the term “professional” in the title, and it is the key, that is, it takes the first position. As the results of content analysis have revealed, this is the only group where the term “professional” is stable in the name of competency. The structure of professional competency is also diverse: it is a complex of sub-competencies, and their number can vary. For example, [Savelyeva \(2007\)](#), in her dissertation research, indicated more than 40 types of sub-competencies as a part of the professional competency of a teacher.

The pedagogical competencies form a person’s ability to act in a specific pedagogical situation. There are different types of pedagogical competency: informational and pedagogical, intercultural pedagogical, vocational pedagogical, psychological-pedagogical, and organizational pedagogical, social pedagogical, environmental pedagogical, and self-pedagogical.

The communicative competencies are a system of internal resources required for building an effective communicative action in a specific circle of situations of interpersonal interaction. Various aspects of the formation of communicative competency receive a theoretical and methodological justification and experimental confirmation regarding the training of future specialists, as well as in the process of personnel improvement and retraining. The following competencies represent the diversity: professionally communicative, perceptual-communicative, pedagogical communicative, tactical-communicative, communicative-interactive, linguistic-communicative, social-communicative, communicative-managerial, information-communicative, informational communicative-technological, cultural business communicative, intellectually communicative, and others. At the same time, foreign language communicative competence has become a popular research topic. The culture-oriented competencies are formed based on the structure-determining phenomenon of culture: cultural, general cultural, intercultural, multicultural, intercultural methodological, intercultural and communicative, intercultural communicative and professional, intercultural professional and business communicative, sociocultural, cultural, and sociological, cultural and sociological, cultural, cultural competencies.

The info-competencies are different types of information competency, as well as their types, depending on the specific conditions of the educational process. The goal of these competencies is to provide a person with a mastery of the required skills developing a sufficient ability to work with information, as well as the opportunity to solve professional and personally significant tasks using the means of information and communication technologies. The diversity of competencies is quite extensive, for instance, informational, informational-pedagogical, informational-methodological, informational-analytical, informational-functional, informational-research, informational-design, informational-economic, informational-advisory, informational-moral, informational-mathematical, informational-communicative, information technology, and others.

The ethnic competencies provide a set of objective representations and knowledge about an ethnic culture. They aim at fostering enough inter-ethnic understanding and interaction. Some scientists believe that it is possible to actualize these competencies through the abilities, skills, and behavior patterns of a person. The

group includes the following types of competencies: ethnocultural, ethnocultural, ethnopedagogical, ethnolinguistic, and cultural.

The linguistic competencies are associated with mastering, mainly, with the linguistic matter, specific means of a language, the competencies are designed to solve communicative problems. There are various types of linguistic competencies, including linguistic, theoretical, and linguistic, linguistic-humanitarian, lingua-self-education, linguistic and regional studies, lingua didactic, multilingual, linguistic, foreign-language, bilingual, discursive, textual, narrative and several others.

The socio-competencies orient a person to mastering the means that help him or her to carry out effective interaction with communication partners. The difference from a communicative competence is that knowledge of behavior rules, depending on the specific situation, plays a unique role. Typical representatives of this group are sociocultural, linguistic, sociocultural, sociolinguistic competencies, as well as a group of social competencies - social, socio-humanitarian, socio-informational, socio-pedagogical, socio-perceptual and others.

The eco-competencies have a distinct environmental focus. Their appearance is determined by the features of the development of modern civilization, an essential feature of which is the ecological crisis. These include environmental, ecological-logical, ecological-pedagogical, environmental-legal, eco-quasi metric, eco-modeling, eco-monitoring competencies.

4 Conclusion

The material presented above clearly shows that the study of the phenomenon of competency is common knowledge in dissertation research carried out in the framework of various scientific areas. Despite the decrease in the number of dissertations in the current period, the problem of the formation of competencies, the search for their new forms remains relevant.

The results of applying the method of content analysis and pedagogical hermeneutics allow forming an idea of the interpretation of this phenomenon, its form, structure, and aspects of actualization in the educational process. The bottom line is that we define structural components of competency, but at the same time, we do not resolve the issue of the component composition unambiguously. Each component, along with general typological features, can take on new specific shades, which seems essential in determining the essence of new types of competencies.

Existing points of view on the structure of competencies and the ways of their actualization create an essential basis for determining the criteria and indicators for the formation of competencies, which is fundamentally crucial for organizing the educational process in the formation, improvement, and development of competencies. The ability to interpret the structure of competencies as a set of individual sub-competencies opens up new perspectives in the study of already known competencies.

New research and experimental practice on the formation and development of competencies indicate the feasibility of further searching for new ways to implement unique approaches, as well as identifying new approaches to improve well-known competencies due to changing environmental conditions. Additionally, it becomes increasingly important not only to determine the content of competencies, to identify their aspects and the specific conditions for their formation but also to solve issues associated with managing the process of forming a person's competencies, especially concerning a group of professional competencies. The emergence of new areas of knowledge, as well as the processes of integration and diversification of education, determines the variability of competency types and the prospect of follow-up scientific research.

Acknowledgments

The authors are thankful to Dr. Alexander V. Obskov and the Editorial Board of IJSSH for the valuable information provided to present the results of the study.

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