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THE SIGNIFICANCE OF FORMING STRATEGIC COMPETENCES IN THE PROCESS OF LEARNING LANGUAGES IN THE UNIVERSITY

Quite recently, the tendency has been formed to develop strategic competences in the course of language learning. Strategic competences are connected with the ability to make decisions independently, to complete tasks efficiently, to answer questions quickly, to build a logical sequence of actions, to try out different means for solving any problems, whether in learning or in communication, to overcome difficulties of mutual understanding when communication breakdowns occur etc.

Strategy is understood as "a purposeful and controlled line of behavior chosen by the individual to complete the task that he / she sets himself / herself, or with which he / she encounters" [2].

In conditions of teaching languages, the content of the concept of "strategic competence" can be explained in two aspects: with an emphasis on **communicative** strategies whose main goal is to overcome any problem of communication in an intercultural society, and with emphasis on **learning** strategies that are an instrument for mastering the language as a whole and often considered as a wider concept – "the ability to learn".

Communicative strategies are understood as "speech means that the speaker uses to mobilize his resources, activate skills to meet the needs of communication and successfully accomplish the tasks in the most understandable and most economical way" [2], that is, in fact, the strategy is identified with communicative competence in this or that situation. This approach is also confirmed by the fact that strategic competence is also called "compensatory" – according to its main function –

compensation for ignorance of the language, and also because of psycho-physical factors (overwork, inattention, etc.). Compensatory means of communication can be introductory words and phrases, verbosity, repetitions, pauses, evasion of answers or assumptions. Similarly, strategic competence is identified with "activity" competence, where the core must be a kind of action, and only then, respectively, its result. This **positive** result is the main aim of language teaching, based on the different abilities (to plan, to achieve and to develop) [1]. All these operations are vital for every person, and the ability to properly implement them, as a rule, brings up a person who is able to build his life's strategy in accordance with the circumstances.

Regarding **learning** strategies, according to the American researcher R. Oxford, training strategies are "the operations used by students to learn, remember, reproduce and use the relevant information" [4, p. 44]. That is, they are arbitrary or involuntary processes that occur in the main human brain and reproduce it. This is proved by the fact that the backbone for scientific development, which is based on the study of educational strategies, has resulted in "the development of cognitive psychology since the mid-fifties of the last century, proclaimed a person an active subject of knowledge of reality" [3, p. 253].

Both communicative and learning strategies are on the list of major components of professional training at the university, as far as they relate to fulfilling occupational functions, managing information search, as well as to organizational goals. And finally, in the process of development of the strategic competence, the language teacher is faced not only with educational and communicative tasks, but also with organizational, psychological problems or sociocultural issues.

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