

COMPETENCE AND COMPETENCY. ABILITY AND MOTIVATION

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Abstract

Modern society faces many acute social, political, ethnic, intercultural, communication challenges. It is education that helps preserve social stability and alteration of forms and types of interpersonal relations. Thus, the issue of tolerance and communicative competences, as stable personality characteristics, become crucial. This problem is a top priority today for educators. Education deals with training young learners to survive in the multicultural linguistic environment, where it is essential to develop his/her native language, but also to understand the uniqueness of other languages.

Key words: *tolerance, competence, competency, multilingual, communication, life long learning, key competences*

INTRODUCTION

The process of shaping and development of the individual is a holistic process. It is impossible to teach a person moral standards and peculiarities of communication without education. Communication itself is a process of a set of influences on personality, which leads to the absorption of behavior skills and moral of the community. Teaching communicative skills is as lengthy process, as teaching other human qualities.

Within learning various languages and communicative competences, both the teacher and the student go through several dialectical stages. These stages include, inter alia, tolerance, understanding and acceptance of a foreign language, as well as ways of behavior in difficult communication situations, knowledge of grammar and vocabulary.

1. COMPETENCE AND COMPETENCY

Competency in language learning is often associated with the notion of "communicative competences". Competency is the ability to solve complicated problems of life in a democratic, civil society and law-bound country. *Civic competencies* include evaluative, cognitive and activity components.

Humanistic values, such as patriotism, freedom and the public good, justice, tolerance, personal responsibility for the fate of the country, respect for human rights and freedoms, respect for national traditions and cultures, respect for the rules and regulations of the modern democracy, laws of their country are all evidence of civic competencies.

Learning competences are based on a student's approach to education. They concern only the student's personality and emerge only when acting in a certain way, according to a specifically drafted programme. Learning competences are a system of interconnected knowledge, skills and experiences of the student in real life to carry out personal and socially meaningful productive activities.

We need to distinguish the difference between general and individual concepts. The notion "competence" stands for general, while "competency" - for individual concept.

Competences include a set of interrelated abilities (knowledge, skills, ways of activity), defined the relationship to a certain range of objects and processes, and necessary to implement quality activities.

Competence is a remote, predetermined social demand to the student's training, necessary for his/her effective activities in a certain area. It is not limited to knowledge or skills. It is the interplay between

knowledge and practice. The areas of competence development are education, work, health care, culture, politics, environment, movement for peace, etc. As a means of building competence, we will mention education, professional training, parenting and cultural activities. (State educational standards 2002) Being competent means the ability to mobilize all resources of knowledge and experience, necessary in a certain situation. Competence cannot be isolated from the specific conditions of its implementation. It is not mere knowledge or skills.

Without knowledge there is no competence but not all the knowledge and not every situation may become a competence. Competence can be explained as "the ability to work with documents," "to be able to work in a team," "to be able to find new solutions" etc. These expressions are functioning as keywords.

The *key competences* are the most universal competences by their nature and degree of applicability.

Competency is the possession of necessary competences, including the student's personal attitude to the subject matter. Competency is a quality of the student's personality (a set of qualities) and a skill for performing a particular activity in a particular field. Competency requires a minimum experience of competences' implementation. The formation of competences takes place by means of educational content, making the student develop the ability to solve real problems of everyday life – ranging from household to industrial and social activities.

Educational competences are a set of semantic orientations, knowledge, skills and experiences of the student in relation to the reality, necessary for the implementation of personal and socially-meaningful activities.

Key learning competences are specified for each stage of learning. From this perspective, the key learning competences are as follows: (Hutorskoy, A.V. 2005)

1. *The axiological competence*. These are competences in ideology, the students' ability to see and understand the world around them, be aware of their role and purpose in it, be able to select the target and destination for their actions and deeds, make decisions.
2. *Common cultural competences*. These are a range of issues the student must be aware of. They include features of national and universal cultures, spiritual and moral foundations of the human life and humanity, the role of science and religion in human life.
3. *Educational and cognitive competences*. They are a set of competences of self-learning activities, including elements of logical, methodological, educational activities (goal-setting, planning, analysis, reflection, and self-evaluation).
4. *IT competences*. With the help of real-world objects and information technology, the learners develop their skills to search, analyze and select relevant information, organize, convert, store and transmit it.
5. *Communicative competences*. They include the knowledge of languages, ways of interacting with others, team work, possession of different social roles in a team. The students must be able to present themselves, write a letter, application forms, ask questions, debate, etc.
6. *Social and labour competences* represent the knowledge and experiences in civil and social activities, in social and labor spheres, in the sphere of family relationships and responsibilities, economics and law, professional self-determination.
7. *Self-improvement competences* are aimed at exploring ways to physical, spiritual and intellectual self-development, emotional self-regulation and self-support. The student becomes real object in these competences.

Education that is built on this ground will provide holistic training. Educational competences of the student will play a multi-functional meta-subject role not only at school but also in everyday life and in the future professional activity.

2. RUSSIA IN VIEW OF CHANGES

It is typical of the Russian school (general education), when students may well acquire theoretical knowledge, but have great difficulty in activities, requiring the use of this knowledge to solve practical problems. Implementation of competences in education can help to solve this problem.

Competency building approach assumes the student's acquisition of knowledge and skills and his/her mastering them as a whole. The structure of relevant competences and functions which they perform in the education, is based on the selection and design of educative methods.

General competences should be distinguished from educational competences that simulate the students' activities for their productive life in the future.

Competences for the student are his/her vision of the future. During the education he/she shapes certain components of these "adult" skills, and in order to get prepared not only for the future but also to live in the present the student develops these competences from the educational point of view.

The Council of Europe (1997) defined five sets of key competencies to which they paid particular importance and with which schools should "equip" young Europeans with: (Hutmacher, W. 1997 p.16)

1. Political and social competencies such as the capacity to accept responsibilities, to participate in group decisions, to resolve conflicts in a non-violent manner <>
2. Competencies relating to life in a multicultural society. <>.
3. Competencies relating to the mastery of oral and written communication, which are essential for work and social life <>
4. Competencies associated with the emergence of the information society. <>
5. The capacity to learn throughout life as the basis of lifelong learning in both occupational contexts and individual and social life.

With the time passed the Commission of the European Communities (Brussels, 10.11.2005) now has chosen eight key competences (Proposal for a Recommendation of the European Parliament):

1. Communication in the mother tongue;
2. Communication in the foreign languages;
3. Mathematical competence and basic competences in science and technology;
4. Digital competence;
5. Learning to learn;
6. Interpersonal, intercultural and social competences and civic competence;
7. Entrepreneurship; and
8. Cultural expression

Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfillment and development, active citizenship, social inclusion and employment. There is no single agreed set of key competences. The fact, that competence is, first of all, the order of the society in the training of its citizens the list is largely determined by the coordinated position of the society in a particular country or region.

For Russia, the European education tendencies have always been significant. The key competencies, mentioned by Hutorskoy (Hutorskoy, A.V. 2005) are based on the main purposes of general

education, the main activity types of the student, enabling him to master social experience, acquire life experience and practical activity in the modern knowledge-based society.

Competences always include the qualities of each individual student: cognitive and technological components, motivational, ethical, social, and behavioral.

The main functions of competences are:

- Reflecting the social relevance;
- Becoming the student's personal meanings in education, a means of overcoming his alienation from the education;
- Specifying the objects of reality for application of the skills and knowledge;
- Specifying the subject of the student required for the formation of his abilities and practical training in relation to real objects;
- A part of the content of the various subjects and educational areas as meta-subject elements of the content of education;
- Connecting theoretical knowledge with their practical use for specific tasks;
- They are integral characteristics of the students training and serve as a means of organizing complex personal and meaningful educational and social control.

Some competences are more common or necessary than others. In accordance with the division of educational content on the purport meta-subject (all subjects), inter-subject (a cycle of subjects or educational areas) and object (each school subject), Russian researchers (Hutorskoy, Krayevskiy, et al) line up three levels:

- 1) The key competences which refer to the purport (meta-subject) of education;
- 2) Inter-subject competences relating to a range of subjects and educational fields;
- 3) The subject competences are private in relation to the two previous levels of competences with an appropriate description and the ability to be built in the framework of studied subjects. (Hutmacher, W.1997, Krayevskiy, V.V. and Hutorskoy, A.V. 2003)

The new federal educational standard of Russia, which is based on the competence approach, was introduced in 2008. Competence-based approach is necessary in teaching general subjects in the professional education.

Competence is the ability to implement any activity, both common and the new one, based on the organic unity of knowledge, skills, experiences and relationships. It is the ability to apply knowledge, skills, attitudes and experience in familiar and unfamiliar professional situations. Knowledge is mastered in the course of cognitive activity. The competence-based approach in no way belittles the role of knowledge. On the contrary, knowledge is necessary for the implementation of activities and further education which is a fundamental life-fact in the knowledge-based society. *Skill* means purposeful implementation of the tasks. *Attitude* refers to the object and subject of the activity, the relationship between the subjects of the activity, the attitude of the worker to his/her personal and professional development and career. The vital and professional content that is comprehended and became part of his/her inner world is an *experience*.

Following the publication of the "Strategy of modernization of general education" (Strategy of modernization of general education content, 2002) and "Concept of modernization of the Russian education for the period up to 2010" (Concepts of modernization of the Russian education for the period... 2002) there was a sharp reorientation of the education assessment from the concepts of "preparedness", "education", "common culture", "education" to the concept of "competence", "competency" of students.

3. FROM QUALIFICATION TO COMPETENCE

There are three main types of competencies: (for individuals, while competence is a general aspect)

1. professional,
2. mobile,
3. key.

Under the term “competency-based Education and Training” (CBET) we accept “An approach to vocational education and training in which skills, knowledge and attitudes are specified in order to define, steer and help to achieve competence standards, mostly within the national qualifications framework.” (UNESCO IBE Glossary of Curriculum Terminology, 2013)

The tendency to move "from the concept of qualification to the concept of competence" is a pan-European and even worldwide. This trend is explained by the fact that the enhancement of cognitive and information origin in the modern workplace is not "covered" by the traditional concept of professional qualifications. More correct is the notion of competence, given in the UNESCO report “Learning: the Treasure Within, 1997”: "Learning to do is another pillar. In addition to learning to do a job of work, it should, more generally, entail the acquisition of a competence that enables people to deal with a variety of situations, often unforeseeable, and work in teams, a feature to which educational methods do not at present pay enough attention. In many cases, such competence and skills are more readily acquired if pupils and students have the opportunity to try out and develop their abilities by becoming involved in work experience schemes or social work while they are still in education, whence the increased importance that should be attached to all methods of alternating study with work". (Learning: the Treasure Within 1997 p 21)

Perceptions of competence / competencies are related to the requirements of credit-modular system that allows to establish a relationship with the aspects of shaping the educational process as a multi-level and non-linear deployment of the training, the arrangement of educational programmes, based on individual learning preferences, fixation of learning outcomes by credit units. In one of the most famous models of competence-based approach, developed in the framework of the TUNING programme, several groups of competencies were mentioned: (Tuning Educational Structures in Europe)

1. Instrumental competences, which include cognitive, methodological, technological and linguistic abilities;
2. Interpersonal competences: individual abilities like social skills (social interaction and co-operation);
3. Systemic competences: abilities and skills concerning whole systems (combination of understanding, sensibility and knowledge; prior acquisition of instrumental and interpersonal competences required).

Improving the quality of education is one of the most acute problems for the international community and Russia in particular. The solution to this problem is connected with the modernization of educational content, the improvement of the educational process and, of course, reviews of the objectives and results of education. In the overall context of the European trends on globalization, the Council of Cultural Cooperation for Europe has identified those key competencies that young Europeans should learn as an outcome of education. Accordingly, the purpose of education was correlated with the formation of key competences (competencies), which is stated in the "Strategy for the modernization of general education" (2002) (Proposal for a Recommendation of the European Parliament 2005) and "Concept of modernization of the Russian education for the period up to 2010." (*Concepts of modernization of the Russian education for the period..2003*) It is needless to say, that:

- The move to the competence-based approach in the higher education standards is timely and necessary because the assessment of the quality of preparation of the graduate can be most fully determined only by his/her competence in the chosen field of professional activity;
- The use of competence-based approach in the development of the higher education standards requires a change of views on the structure, form and the content of the assessment and diagnostics for the final state certification of the graduates, as well as the organization of quality management training of the specialists.

In the U.S. and Europe competence-based approach is considered as:

- 1) A dialectical alternative to more traditional credit-oriented approach. (The Russian education standards are the same. It means that the assessment of competence, in contrast to the examination tests that focus on the scope and quality of knowledge, supposes the priority use of objective diagnostic methods).
- 2) The competence itself is regarded as a problem revealing the ability and commitment to its professional role in a certain field of activity. Accordingly, competence is needed by employers and society as some specific expectations related to the professional activities of graduates.
- 3) The leading concept of competence-based approach is the "educational domain". The sum of competences is a set of domains and each domain is formed as a specific function (aspect) for the future careers.
- 4) The description of competences includes a normative model of diagnostic procedures, allowing to organize the certification procedure.

Social competences can be developed in the course of teaching a foreign language. It was once noted that

people who speak English fall into one of three groups: those who have learnt it as their native language, those who have learnt it as a second language in a society, which is mainly bilingual, and those who have to use it for a practical purpose - professional or educational.

There are two groups of dependent competences, the formation of which sets the strategic direction of the educational process: translation and communication. Both the translation and communicative competences are considered from the standpoint of professional activities.

These competences can be divided into two groups: conceptual, in which the cognitive aspect prevails, and technological, that suggests the existence of abilities to understand, explain and act in a certain area of competence. Thus, translation competences split into two blocks:

Conceptual competences

- Knowledge and understanding of the translation essence and its peculiarity,
- Knowledge of the classification of translation
- Knowledge and understanding of the content of the translation process and the willingness to use them in the analysis of the translation process,
- Knowledge of the basic models of translation and translation transformations, and the ability to use them when selecting the translation options,
- Knowledge of the pragmatic aspects of the translation and the ability to use them in the analysis of the results of translation
- Knowledge of the basic principles of translation of a cloze text, phraseological combinations in it and the ability to apply them in practice,
- Knowledge of grammatical and stylistic aspects of translation and readiness for the text translation in accordance with that knowledge.

Technological competences

- The ability to carry out work of (to a limited extent - oral) translation of the texts relating to the area of the major professional activity,
- The ability to use the basic methods and techniques to achieve semantic and stylistic adequacy,
- The ability to properly execute the translation in accordance with the rules and typology of the texts in the target language,
- The ability to professionally use dictionaries, reference books, databases and other sources of additional information,
- The ability to use a computer in translation.

Thus, translation competence is formed simultaneously during the acquisition of theoretical knowledge (conceptual competence) and the development of the basic translation skills (technological competence). These groups of competences simulate the stages of creation (capacity) of translation competences. Key concepts in the formulation of conceptual competences are "knowledge" and "understanding," while describing the technology we use the term "skill".

The model of acquisition of translation competency does not mean framing of automated competences but basic translation skills. The acquisition of competences can be regarded as a means but not the goal of learning.

The simulation of the educational process in order to master a set of competences has two aspects:

1. Definition of competences and their presentation in a hierarchy,
2. Forecasting / organization of training actions on the basis of competency.

The first aspect is related to the fact that it is necessary to achieve clarity and understanding on the issue of definitions of key concepts. The definition of communicative competence is valuable for us. Learning a foreign language has to go amid social and cultural life. Socio-cultural interference may cause a problem, that is the use of speech norms and etiquette of one the cultures in a dialogue with representatives of other cultures. In other words, we are talking about the formation of a social competence, which is also included in the structure of communication.

Socio-cultural competence is the integration of the following characteristics: knowledge of the cultural features of the native speakers on the one hand, and the ability and willingness to use them in the process of communication, on the other hand.

Therefore when modeling the learning process it is necessary to build it in the ratio of the language / culture - 1 and the language / culture - 2. The latter means that for the qualitative foreign language learning it is necessary to gradually get rid of the so-called "alienation" in the mind of the student, transferring it into the category of the second, "non-alien" language, "non-hostile culture." (Haleeva, I.I. p.277-285)

The main purpose of communication in foreign languages "is the ability to understand, express and interpret thoughts, feelings and facts in both oral and written form in an appropriate range of societal contexts— work, home, leisure, education and training — in languages other than the mother tongue and the language(s) of instruction at school, according to one's wants and needs." (*Education and Training 2010*)

4. SUCCESS

According to international research "competence" is defined here as a combination of knowledge, skills and attitudes, needed in a specific situation. "Key competences" are those that support personal fulfillment, social inclusion, active civic position and employment. The development of the knowledge-based society strengthens the requirements to the key knowledge in personal, social and professional spheres.

Mastering even a fairly large scope and a wide range of knowledge does not guarantee professional success. Society has other demands, rather than the knowledge. (Geranzon, B. 1998 p.66] Introductory knowledge derived from the combined experience, monitoring the activities of others is the general context of professional activity formed from the theoretical requirements, rules and practical skills. "Competence is born from the combined experience, and not only from their direct experience. The interaction within a professional group is a decisive factor". (Geranzon, B. 1998 p.75) It is the dialogue that creates the conditions not only for the transition of theoretical knowledge into practice, but also for growing something more - competence. "Being a professional - means expanding your horizons for a deeper updating of their skills" (Geranzon, B. 1998 p.75)

Communicative competence, on the one hand, is a characteristic feature of a person, his ability, which, on the other hand, reveals in his behavior, activity, allowing him/her to deal with life, practical situations (including communication).

In contrast to individual skills or abilities that can be trained, the development of competences requires inclusion of the whole complex of abilities and skills simultaneously. You cannot learn certain skills, get specific abilities, gain some knowledge, and then add them to get competences. Any competence is acquired in the course of implementation of any meaningful activity where you need to set goals and see the results, solve the problems, not the tasks, look for ways of solving them rather than getting them off the shelf, etc. If we are talking about the communicative competences, it is necessary to bear in mind that communication is always embedded in an activity and is caused by it.

For the formation of professional competences in foreign languages a minimum set is needed:

1. Personal competence: cognitive independence, intellectual activity, flexibility in the choice of language tools, the ability to adapt to the situation, the choice of optimal strategies for solving problems, etc.
2. Discursive competences, including the flexible use of language and communication skills in all kinds of language activities: speaking, listening, reading, writing.
3. Linguistic-rhetoric competences of a linguistically advanced person i.e. the ability to clearly and simply express their thoughts with due regards to the forms of speech, audience, appropriate choice of behavior, etc.
4. Competences of self-learning activities and professional self-education.

In order to manage the formation of this unit of competency, attention should be drawn to appropriate training technology.

The technology of a foreign language teaching must meet several requirements, namely: 1) learning objectives i.e. the development of competences; 2) developing cross-cultural communication; 3) taking into account the promising application of the language in the future professional activity; 4) when choosing the right technology the educator should provide specific target of the classes / series of class / course, and 5) the main requirement that will approve the effectiveness of the technologies used will be the consideration of the students' peculiar needs.

Learning a foreign language contributes to the development of cognitive functions of students. They train mnemonics, i.e. different memorizing techniques – spontaneous and automatic, mechanical and logical, direct and indirect. In the course of this activity linguistic generalizations are formed, as well as the language of abstraction in the form of signs, schemes and rules are highlighted and thus improving abstract thinking. Abstraction and generalization follow the speech codifying the speech and may be preceded by verbal activity creating its linguistic basis. Facilities, social - political, moral, ethical, cultural and historical values of the target language and country of origin have become the subject of study. Learning a foreign language contributes to the unlocking of human values.

One of the most effective tools for the development of foreign language communication skills is the student-centered approach. Under the term "student-centered communication" in the learning process we understand communication, based on the interest of person to person, friendly, tactful, respectful

relations of the interlocutors, on the knowledge and consideration of their individual psychological features of characters, temperament, etc.

Such training helps to create the atmosphere of psychological comfort among the interlocutors. A characteristic feature of most forms of student-centered communication is the subject of communication that could result in getting an immediate response from the interlocutor, perceiving his/her reaction and in order to see how relationship-building work should go together and find ways to resolve the problems. It becomes possible to transfer the speech activity into the area of mental processes.

Andrew Littlejohn in the article *Motivation: Where does it come from? Where does it go?* (Littlejohn, Andrew. 2001)_states the close link between motivation and ability, which we may also name competence. Competence leads to higher motivation and vice versa (Fig.1).

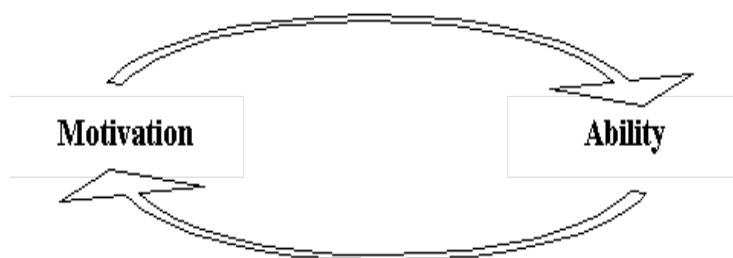


Fig.1 Success in the task

We should remember that in the classroom students who do well in the language are more confident than those who are not. Feelings of failure can lead to a downward spiral of a self- perception of low ability – low motivation – low effort – low achievement – low motivation – low achievement. Teaching faces the challenge to simultaneously enhance transfer and motivation so that they both support learning. To do this teachers need to first understand the nature of transfer and the nature of motivation. In the context of language learning, instrumental motivation is concerned with the learner's desire to learn a language for utilitarian purposes (such as employment or travel), whereas integrative motivation refers to the desire to learn a language to integrate successfully into the target language community. (Gardner, R. C., & Lambert, W. E. 1972) Later research reveals four other motivational orientations: (a) reason for learning, (b) desire to attain the learning goal, (c) positive attitude toward the learning situation, and (d) effortful behaviour.

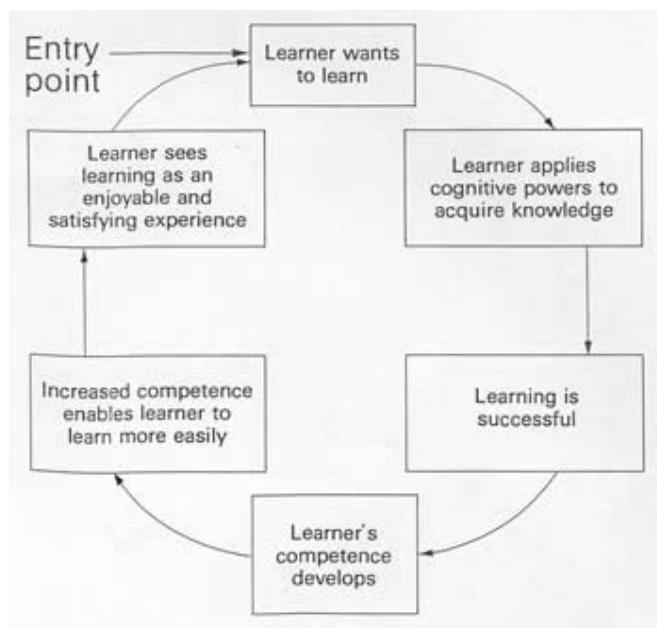


Fig. 2 The positive learning cycle. (Appears in Gardner, R.C., and Lambert, W.E.)

5. WHAT INFLUENCES MOTIVATION

Six factors that impact motivation in language learning are: attitudes; beliefs about self; goals; involvement; environmental support; personal attributes. Language acquisition is the result of interplay between cognitive mechanism and environmental conditions. Thus understanding and creating optimal language learning environments becomes a primary concern of the language teacher. Teachers can observe circumstances under which learners acquire language and are able to make adjustments toward creating optimal learning conditions. While designing learning activities, the language teacher should remember that learners must be given opportunities to participate as language users in multiple contexts because language learning or mastering focuses on both the accuracy and appropriateness of application in various contexts of use. These opportunities will result in learners' increased motivation and awareness of the intricacies of language use.

In 1983 the ARCS Model of Motivational Design is presented by Keller (Keller, J.M. (1987b)). The ARCS Model identifies four essential strategy components for motivating instruction:

1. [A]ttention strategies for stimulating and sustaining curiosity and interest;
2. [R]elevance strategies that link to learners' needs, interests, and motives;
3. [C]onfidence strategies that help students develop a positive expectation for successful achievement; and
4. [S]atisfaction strategies that provide extrinsic and intrinsic reinforcement for effort (Keller, 1983).

Keller (1987) breaks each of the four ARCS components down into three strategy sub-components:

Attention - Perceptual Stimulation; Inquiry Stimulation; Variability.

Relevance - Goal Orientation; Motive Matching; Familiarity.

Confidence - Learning Requirements; Success Opportunities; Personal Responsibility.

Satisfaction - Intrinsic Reinforcement; Extrinsic Rewards; Equity.

Brophy (1987) said that "Motivation to learn is a competence acquired through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers)." (Brophy, J. 1987)

The teacher should set a personal example with his/her own behavior, create a pleasant, relaxed atmosphere in the classroom, develop a good relationship with the learners, increase the learner's linguistic self-confidence, personalize the learning process. (Dörnyei, Z., & Ottó, I. 1998:131)

Learners should recognize a real need to accomplish learning goals that are relevant. This prepares them for the complexities of real-world tasks that require them to use language skills and knowledge that have to be continually transferred.

Providing our learners with the motivation to learn is one of the best steps we can take to facilitate learning success. "The best way to create interest in a subject is to render it worth knowing, which means to make the knowledge gained usable in one's thinking beyond the situation in which learning has occurred." (Bruner, J. S. 1960) As J. Bruner said: "Success comes in "cans" not "can'ts". (p.31)

Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete the requirements of their course.

A student might experience loss of motivation as a reluctance to undertake an assignment or project, or attend a lecture or tutorial. As a result of loss of motivation he/she may be thinking about withdrawing from a subject, or taking leave from university for a semester, for a year, or 'forever'.

What are the reasons for losing motivation? Among the most important ones scientists mention a change, accumulated changes, a negative experience, and several negative experiences. Some specific factors contributing to loss of motivation are: a low mark or a series of low marks; getting behind on a program of study; feeling isolated; study becoming irrelevant to short term or long term goals, a mismatch between the knowledge; the difficulty of subject material.

5.1. MULTILINGUALISM AND MOTIVATION

Multilingualism, as described by the EU Commission, is a value for intercultural dialogue, social cohesion and prosperity. It plays an important role in lifelong learning, media and information technologies, as well as in external relations. The EU Commission aims to mainstream language policy to better realise the potential of multilingualism in Europe. (We dare to add other countries as well, including Russia). It presents the steps that should be taken to ensure that multilingualism is mainstreamed into all necessary policy strands for the purpose of social cohesion and prosperity. Language plays an important role in the integration process of the modern world. Hence, the take-up of the host-country language is being promoted. A multilingual workforce is a distinct advantage that would provide competitiveness and thus promote prosperity. Consequently, companies are recommended to invest more in language and intercultural skills. From the citizens' perspective, mastering several languages increases employability and allows choosing from a larger number of job offers.

The different languages and cultures can be brought closer to the citizens via the media, new technologies and translation services. These can both reduce and cross the language barriers experienced by citizens, as well as by companies and national administrations. Multilingualism refers to both a person's ability to use several languages and the co-existence of different language communities in one geographical area. We agree that "[T]o a very large degree, students expect to learn if their teachers expect them to learn." In a few words Stipek (Stipek, D. 1998) gives us perhaps one of the best explanation of motivation and the role of teachers.

There are both internal and external factors affecting students' motivation to learn a second/foreign language. Among the internal factors we can mention *gender* (girls' motivation is higher); *religion*;

goal and need of studying the language; interest and curiosity in the language; attitude to it; native language (L1) proficiency.

External factors include encouragement; expectations; feedback; scaffolding; task presentation; teaching strategies & techniques; rewards. As it has already been mentioned, relevance, attractiveness, relaxed, positive atmosphere might increase the efficiency of language learning.

At Peoples' Friendship University of Russia (PFUR) the department of foreign languages considers using advanced way of education as one of the means of motivating students. We welcome the so-called "on-spot" tasks when students are invited to analyze a concrete case from legal practice related to the textbook unit from ILEC (International Legal English Course book by Cambridge) and/or from other sources (see British and Irish Legal Information Institute, <http://www.bailii.org/>). From the latter you can choose the branch of law your students are interested in. It is essential that they write a brief or present it in a few minutes' oral speech. They may also have a few minutes to have brainstorming, getting ready for their positions.

We started motivating our students by trying to enhance their competence in the language. Not even a decade ago it was almost impossible to attract students in submitting their papers for conferences. There were workshops, trainings, talks and student-centered classes. Increased competence of students made the education process more enjoyable and easier to learn further. Learning becomes more successful and it can be followed in Fig.3.

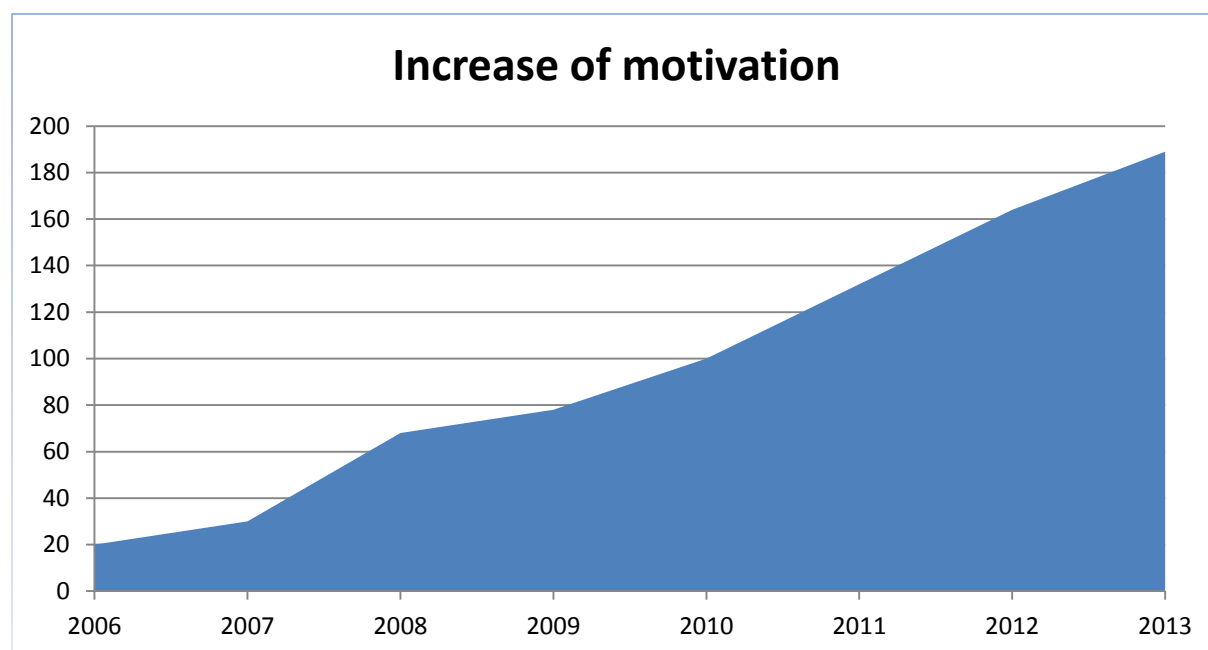


Fig.3. Increasing of the number of participants in student conferences (PFUR)

The number of participants has increased more than nine folds within seven years, At the same time the general number of students has not significantly changed. This is reached thanks to the department policy in providing quality materials, up-to-date textbooks, on-line and off-line activities. Nowadays the language department is making a bios to distant (on-line) activities, thus giving the students more freedom. Foreign languages department of Law Faculty at PFUR holds two student conferences annually: "We Speak Legal English, German, Spanish, French and Chinese", and "Language, Culture, Translation, Tolerance". We did not carry out a research to compare the number of male or female participants, but can assure that male students started to submit their papers with pleasure. Now the department can decline some weak papers to make research work more productive.

An absolutely great motivating event is participating in competitions. Among them we can mention Willem C. Vis International Commercial Arbitration Moot Court, International Negotiation (ICC), Jessup competition. Looking back we see a lot of pessimists while now to become a team member one has to compete with many peers. As a team coach I must have a relevant knowledge in law. This way there is interaction between the teacher and the student: both are motivated. In other words, while teaching, I am also being taught.

CONCLUSION

Developing competence and competency, conducting the education process in the atmosphere of multinational community, encouraging respect towards other cultures, religions, customs – is the way to move towards harmony in the world. We believe that implementing the proposals on key competences will be of great use to young graduates and their future employers as well as to the society and the world as a whole. One thing is clear: without mastering competences we risk to stay with only our qualifications, that do not always mean competence, but remain as a diploma or a certificate. Global world has another message: knowledge should correspond practice.

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