

LINGUISTIC VECTOR – A TRANSITIONAL PREREQUISITE TO A FUNCTIONAL SOCIETY

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Rezumat

În materialul prezentat spre publicare, autorii evidențiază importanța competenței comunicative la etapa integrării și globalizării, ca rezultat al semnificației limbii engleze în lume, și sarcinilor de a pregăti specialiști în domeniu pentru a satisface necesitățile comunicative în viața lor. Studierea aspectelor limbii nu constituie un scop în sine, ea se efectuează din perspectiva practicii raționale și funcționale a limbii, subordonată cerinței de a dezvolta competențele lingvistice în scopuri aplicative. Competența socio-lingvistică are o mare importanță, ea demonstrează capacitatea studentului de a valorifica funcționalitatea limbii de schimb de informație. Competența de comunicare se bazează atât pe cunoștințe de limbă, cât și pe cele socio-culturale necesare de a înțelege și a transmite un mesaj. Deci, accentul trebuie pus pe aspectul funcțional al limbii. Lingviștii susțin că nu există limbă fără comunicare, nici comunicare fără limbă, fără o bună cunoaștere a acesteia. Iată de ce putem vorbi despre o funcție dinamică a limbii.

„Communicative competence is what a speaker needs to know in order to communicate in a speech community” [8, p.8]. In other words communicative competence is the ability of a learner to use the target language in communication. Communicative competence as a term was first introduced by Hymes in 1972 in reaction to the concept of „linguistic competence” by Chomsky in 1965. Later the idea by Hymes about communicative competence was developed by Canale and Swain who defined communicative competence as „the relationship and interection between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or knowledge of rules of language use” [5, p.6]. The transformation of education into an educational modern system implies the application of more factors, among which the inclusion of the obligatory list of materials. The evolution of the process of modernizing education, of teaching disciplines, in our case, of the English language, is based on various didactical undertakings.

Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing[6]. Communicative language teaching derives from a multidisciplinary perspective that includes, at least, linguistics, psychology, philosophy, sociology and educational research. The focus has been the elaboration and implimentation of programmes and methodologies that promote the development of functional language ability through learners’ participation in communicative events. The communicative competence comprises - grammatical competence, discourse competence, socio – cultural competence and strategic competence, all of them being interrelated and unable to be developed or measured in isolation. The art of communication and oratory science has been recognized for two and a half centuries of evolution. The main distinction among people was and is the ability of communicating, the art of convincing, acquiring new knowledge in order to present a discourse. All this represents the cultural and instructive background of a person. Hence, the communicative competence becomes essential and dominating. Communication turns into a vital necessity of human being. Applying the communicative act, the capability of arguing, of giving logical and coherent answers to questions, to work in teams, to take decisions and to justify them develops. The critic spirit, active listening, persuasion, tolerance etc. represent, per assemble, the capacities of actioning and intelligent integration in the professional and social life. The society can’t exist without communication and the communication can be realized only in it. Communication is not only o sine qua non condition of living in common, of cooperation, but a priority to manifest oneself as a social individual with regard to his peers. The human being needs communication to satisfy his condition of being a man. To know how to ask a question, to formulate a thought, to imagine yourself instead of an interlocutor, all this refers to the aspects belonging to the communicative domain. According to Șoitu L. “ communication is considered a planned organization of elements with a certain goal that ends in the organization of a

message that conveys a meaning as part of the theme. But communication can be realized thanks to settling of some accounts based on a persuasive motivation with a well- determined aim” [4, p.15]. Palli A. maintains that „the language performs the function of the instrument of thinking, of material cloth, of thought and stock of information about everything that the being knows at present” [3, p.7]. Orienting the teaching-learning process to performing and developing competences, declares Gutu Vl., is a priority subject for educational politics: “the curriculum based on competences, the standards of competences, and evaluation of competences” [2, p.2]. Today, when the society of communication exists, we are in a period when the school has the mission to prepare the 21st century person, who can establish the rapport among critical thinking, responsibility, creativity, collaboration, multimedia ability communicatively etc. The world faces with a metrological chaos and the role of school is more emphasized. Şoitu L. states „school is that fundamental way of psycho-social interaction without which humans can’t become humans and promote their own values” [4, p.6]. It models linguistic potential, develops the cognitive, creative capacities in order to renew a new set of values such as tolerance, goodwill, curiosity for diversity etc. In the communicative context, today the student can realize important improvements.. Coşeriu E. points out that the practice of a foreign language isn’t only the activation of some stocked knowledge, but certainly, the stimulation of the communicative system in all its splendor. The language as a main and universal tool in human communication, must be understood „first as a function then as a system” because „language works not because it is a system, on the contrary, it is a system to fulfill a function and to correspond to a certain finality” [1, p.27]. Communication is a complex and important process. It grounds the social organization and evolution. It influences the horizontal and vertical accountings among people. This is due to considering it one of the most significant social competence. The concept of competence actually, has the commutation of buzz –words. It is rather often used in all spheres of educational politics; public, professional, educational and personal domains are affected by communicative activities. To realize communication, the participants have to possess a certain set of linguistic acquisition and communicative practice, which the science of linguistics distinguishes between linguistic competence and competence of communication completed during the whole life.

To sum up, communication goes hand in hand with knowledge. It is the most valuable and complex educational activity, it has to be continuously supplied, acquired and transmitted information and attitudes. The communicative competence is the most valuable and complex educational activity during which the educator is formed as a human being, accumulating, transmitting and utilizing linguistic competences, all of them resulting in pragmatic competences applied in a functional society.

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