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FORMATION OF THE COMMUNICATIVE COMPETENCE OF STUDENTS IN THE FOREIGN LANGUAGE

В статье рассматриваются принципы формирования ино-язычно-речевой коммуникативной компетенции студентов и роль современных интерактивных ресурсов в образовании.

The article deals with the foreign language communicative competence forming and Internet resources play a very important role in professional education.

Ключевые слова: иноязычно-речевая коммуникативная компетенция, интерактивные ресурсы.

Keywords: foreign language competence, media education, Internet resources.

Introduction. The formation of a linguistic personality that possesses all the necessary communication skills in the framework of a dialogue of cultures (native and foreign) is one of the urgent tasks of teaching a foreign language and the culture of students' speech. Their number in universities in the framework of the Bologna process is increasing every year.

The training of specialists for various fields of economics in the conditions of the information society of the 21st century implies a sharp increase in the volume and concentration of information in the educational space. One of the main tasks of modern education is to prepare a new generation of specialists for life in modern conditions and mastering a communication methods that based on various forms of communication including the modern information technologies [4].

At the modern stage, the implementation of training tools that are based on interactive multimedia technologies is being introduced into practice. For example, training technologies based on the use of the global computer network Internet, combining global information resources and providing greater transparency for intercultural communication are of particular interest. It would be illogical to neglect this resource in the process of teaching a foreign language and in the formation of communicative competence of students in the foreign language.

Main part. Foreign language communication is the part of professional activity of a modern specialist. For the purposes of such communication the ability to correctly build an oral presentation, to compose the written text correctly — a report, article, essay, the ability to correctly formulate questions during press conferences and the ability to conduct dialogue during a conversation is important.

Therefore, this knowledge and skills should become the aim of teaching a foreign language at a university as a conscious formation of a professionally oriented foreign language communicative activity of a future specialist. The result is the formation of professionally oriented foreign language communicative competence in the amount specified by the state educational standard and the «Foreign Language» programs.

Communicative competence of foreign language is a certain level of language, speech and socio-cultural knowledge, skills, which allows a student to vary speech behavior in an acceptable and meaningful way depending on psychological factors of monolingual or bilingual communication. The concept of communicative competence of foreign language

has its own history; it based in the bowels of a communicatively-oriented methodology. The term communicative competence originally meant the ability of a person [2]:

- a) to understand / to form an unlimited number of sentences based on their structural schemes;
- b) to reveal the formal similarity / difference of statements that are close in their content.

The term was transferred from linguistics to sociolinguistics and methods of teaching foreign languages and was understood as the speech ability of an individual, i.e. a set of specific skills needed by a member of the linguistic community for verbal contacts and mastering the language as an educational discipline. As a rule, encyclopedic (cognitive), linguistic and interactive components are included in the communicative competence of students. Professionally oriented communicative competence is defined as the ability of a specialist to carry out effective foreign language communication for successful professional activities. Language competence is interpreted as:

- 1) the development of the knowledge of the language as a sign system and social phenomenon, its structure, development and functioning;
- 2) the enrichment of vocabulary and grammar;
- 3) the formation of the ability to analyze and evaluate linguistic phenomena and facts, the necessary knowledge of linguistics as a science;
- 4) the ability to use various linguistic dictionaries.

Cultural competence is as an awareness of language as a form of expression of national culture, the relationship of language and history of the people, national and cultural specificity, possession the norms of speech etiquette and culture of interethnic communication.

Thanks to the media (media) the communicative form has taken a dominant position in the system of professional communication, influencing the formation of stereotypes of public speech behavior. The media are focused on the creation of a single, ethnic, communicative and cultural space. The verbal cover of the media is available to a large amount of audience. The invasion of the colloquial element, the slang manifestation of the spoken language, expressiveness, personal beginning and departure from the usual stereotypes of speech behavior in public communication is perceived painfully. Our task is to teach students the norms of public speech behavior and to form educational speech communicative competence of foreign language, namely:

- 1) knowledge of the rules for working with texts of various functional styles; the benefits of using the latest computer technology;
- 2) skills to rationally distribute time and effort to perform various communicative tasks in a foreign language;
- 3) work with various types of reference literature;
- 4) effectively use audio and video learning tools, a computer;
- 5) to carry out self-diagnosis of the success of mastering software foreign language knowledge, skills.

The revolutionary achievement which significantly influenced the educational process around the world was the creation of a worldwide computer network, which originated in the United States and was called the Internet which literally means «international network». The use of the virtual educational space for educational purposes is a completely new area of general didactics and methodology since the changes that occur affect all aspects of the educational process.

The Internet is an international multinational, cross-cultural society whose vital activity is based on electronic communication of millions of people in the world. Network users

attach paramount importance to the understanding and transfer of general content - grammar training is carried out indirectly in direct communication.

As an information system the Internet offers its users a variety of information and resources. The basic set of services includes: e-mail, conferences and forums, access to information resources: reference directories, search engines, online communication tools, etc. [1].

These resources are actively used by students. During the course of study, students use it to write term papers and dissertations, read and translate, look for information, prepare for control works, tests and exams. Using the Internet to teach foreign languages is convenient, fruitful and promising: access to an unlimited amount of authentic information has appeared, since foreign newspapers and magazines were not available.

Conclusion. Higher educational institutions are faced with the task of creating new educational materials for teaching foreign languages. This is a difficult task, large in volume and complexity because in addition to methodological issues, many technical problems arise [3].

However, as we see, students have a real motive to form a sustainable communication skills including research knowledge and skills to work with information. The inclusion of modern information technologies in the educational process creates real opportunities to improve the quality of education and the formation of communicative competence of students' in foreign language.

Studying at home students for the most part are deprived the opportunity to immerse themselves in the atmosphere of culture, traditions, customs and social norms of the country of the language being studied, meanwhile the methodology has long been perceived as an axiom the provision on the need to study the language inextricably linked with the culture of the people who are the native speakers of this language. Obviously, the process of understanding the new culture for such a bilingual is very difficult. Of course, the process of entering it into national culture does not start from absolute zero. By the time of training the student has already formed some ideas about the culture being studied. However, the difficulty is that students have to not only integrate a foreign culture but also represent their own and at the same time, learning in the multicultural environment of a modern university, understand and master, be able to take into account the peculiarity of not just one, but several cultures [4].

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