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**PRINCIPLES OF FORMING FOREIGN LANGUAGE
COMMUNICATIVE COMPETENCE OF PROSPECTIVE TEACHERS
OF ENGLISH**

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Summary. The article deals with the stages of foreign language communicative competence which is dominant in mastering a foreign language by prospective teachers of English. The aim of the article is to consider the stages of foreign language communicative competence, to describe basic communication skills, to define requirements for the organization and holding speech classes in a foreign language. It is set the interrelation of communicative competence and sociocultural knowledge that help to effective person's socialization in new foreign language environment. It is found out that communicative competence consolidates an ability to monologue and dialogue foreign language speech, to read, listen to and understand authentic texts. Also it is mentioned that communicative competence includes the ability to perform oral communication; the ability to understand the meaning of authentic listening texts; the ability to read and understand authentic texts of different genres and types with different levels of understanding the content, treating them as a source of diverse information and as a means of mastering it; the ability to communicate in written form in accordance with the given tasks; the ability to use the experience gained in the study of the native tongue, treating it as a means of learning a foreign language; the ability to use non-verbal means of communication if language means are available in different situations. The attention is focused on the components of foreign language competence and its role in forming the culture of foreign language communication. It is outlined requirements for the organization of training activities for the development of foreign language communicative competence of prospective teachers of English.

Key words: foreign language communicative competence, linguistic competence, pragmatic competence, communicative skills, declarative knowledge, communicative culture.

Statement of the problem in general and its interaction with the important scientific and practical tasks. Today's international relations of Ukraine, its belonging to the European and global space encourage to consider a foreign language as an important means of intercultural communication.

The main goal of foreign language teaching in higher educational establishment is to form the students' foreign language communicative

competence, the basis for which is communication skills formed on linguistic knowledge and skills acquired during studying at compulsory schools. The development of communicative competence depends on the sociocultural and sociolinguistic knowledge and skills that provide the entrance of person to another individual society and contribute to its socialization in this new community.

Communicative competence includes such abilities as a) the ability to perform oral communication (in monologic and dialogic forms); b) the ability to understand the meaning of authentic listening texts; c) the ability to read and understand authentic texts of different genres and types with different levels of understanding the content, treating them as a source of diverse information and as a means of mastering it; d) the ability to communicate in written form in accordance with the given tasks; e) the ability to use the experience gained in the study of the native tongue, treating it as a means of learning a foreign language; f) the ability to use non-verbal means of communication if language means are available in different situations [1, p. 78]. Foreign communicative competence also can consist of another three components: linguistic competence, strategic competence, physiological mechanisms [2, p. 450].

Analyzing the latest researches and publications in which the problems are discussed and the author relies upon them, selection of unsolved aspects of the problem which is a subject of the article. A great number of scientists engaged of studying the given problem. Thus, it was studied general aspects of the competency approach to higher education (H. Havryshchak, M. Didora, H. Kolinets, O. Mieszko and others); methodical competence of the teacher, including the forming of language and speech competence of prospective primary school teachers (H. Hrits, O. Kuzma, T. Lisiychuk, H. Odintsova); foreign language competence in the context of communicative culture of students in the study of foreign languages (I. Kukhta, N. Frolova). However, the given problem needs certain clarifications and basic research.

Putting aims of the article (tasks). The aim of the article is to consider the stages of foreign language communicative competence, to describe basic communication skills, to define requirements for the organization and holding speech classes in a foreign language.

Presenting the main material of the research with complete justification of obtained scientific results. The development of communicative skills is impossible without mastering verbal means of oral and written speech. However, to know lexical and grammatical material does not ensure providing

communicative skills, necessary skills using this material for creation and recognition of information in certain areas of communication.

Language communicative competence is formed on interconnected speech, sociocultural, sociolinguistic and linguistic development of students according to their age characteristics and interests at every stage of learning a foreign language. And it consists of a) language (linguistic) competence that provides students to master language material for using it in oral and written speech; b) sociolinguistic competence which ensures the formation of abilities in the use of speech communication realities (samples), special rules of speech behavior that are typical for a foreign country; c) pragmatic competence, which is associated with the knowledge of the principles on which the statements are organized, structured, used to perform communicative functions and in accordance with consistent of interactive and transactive schemes [4, p. 84].

General competences are formed in the process of learning a foreign language and include declarative knowledge, including knowledge of the world, sociocultural knowledge and intercultural understanding; social and cultural competency involves mastering knowledge of social and cultural features of the country that language's studied, cultural values and moral and ethical standards of their own and other peoples, and the formation of skills to use them in practice; practical and intercultural skills such as social skills, daily life skills, etc.; competence of existence which is associated with individual behaviors, motivations, values, ideals and personality type; d) general learnt competence (ability to learn) facilitates students to master by speaking strategies aimed at solving the educational problems and life problems [1, p. 124].

The principle of communicative centered studying is one of the basic principles of language teaching methodology. This principle means that teaching students to foreign language should be aimed at mastering a foreign language as a means of communication; to mastering of literary spoken foreign language skills and practically use them according to the situation of communication by students.

Teaching language and language development of students are not confined to speech activities, the implementation and use of the language system. As a language and speech serve all kinds of human activities it's worth to talk about the relationship of all activity in speech communication and interactive activity [1, p. 45].

Interactive activity requires a certain knowledge and skills, which is one of the basic characteristics of the person and his competence. Competence is a

complex description of the person, which includes the results of previous mental development: knowledge, ability, skills, initiative, independence, self-esteem, self-control and creativity. Creativity is the ability to creatively solve problems, make creative stories, pictures and making a plan.

Competence has age characteristics which are regarded as marked indexes of personal development at every age stage, the basic characteristics of a certain type of competence (speech, artistic, cognitive, music, design, etc.).

We must distinguish speech and language competence in speech activity, and in speech competence – lexical, phonetic, grammatical and communicative one [1, p. 48].

Speech competence is the ability to use the language in particular situations (to express one's thoughts, desires, intentions, requests, etc.), use for this as linguistic and extra-linguistic (facial expressions, gestures, movements) and intonation means of speech expression [3, p. 59].

Communicative competence is comprehensive use of language and non-verbal means to communication in specific social and casual situations, the ability to navigate the situation of communication, leadership communication [3, p. 82]. The formation of foreign language communicative competence is aimed at developing culture of foreign speech communication, speech etiquette and ethics of communication.

The ultimate goal of the development of students foreign language speech is forming a culture of communication. So the main tasks of forming students' communicative competence are the development of communicative abilities of learners and emotional communication with adults, pen friends, foreigners, proactive communication with the interlocutor; learning the polite forms of communication and the development of speech etiquette; the formation of speech and creating a culture of communication.

Speech etiquette provides rules of verbal behavior in standardized situations of speech communication. Each typical situation is served by the group of formulas and expressions of speech etiquette. So, for this purpose, a variety of games and situations are used. It is worth to say that plot-role-playing and theatricalizing games are the most effective ones.

A teacher creating a typical situation, using words and phrases of everyday use during the game have to teach to new methods of communicating with other persons, prompt and remind students of those expressions and words that are not typically used often in everyday life. The teacher's task is to interest students

during the game to use as much as possible polite words and expressions of greeting, to organize various competitions, to invent and play life situations using as much as possible phrases that were studied; to show the difference attitude to the person depending on correctly and politely putting question or an appeal; to show the beauty of English and teach to master it fluently using its various synonymous forms; to explain the relationship of the cultural speech and dependence of human relations from the culture of communication. So, students master the language material better and learn to practically apply the knowledge gained in the classes during the game.

Forming of speech culture performs within the learner-centered approach that takes into account the level of the development of speech and language abilities, intentions, desires, individual characteristics of each student and encourages creative expression of person with the focus on its individuality.

Students activity is in their intellection on the classes. During the classes they listen, answer questions, tell certain information, communicate, create life situations, think, compare, set some dependences, summarize, make conclusions. Students deal only with problems that are sometimes accompanied by visual means. Movable activity is limited on the classes. All this leads to mental stress, fatigue, and requires from the student certain volitional efforts. That is why it is necessary to conduct classes in interesting and playing way.

Let's consider the basic requirements for the organization and conducting these kinds of classes. We belong to them such ones: to solve different speech tasks simultaneously at every classes; connection with classes from other paragraphs of this program; maximum speech activity of students (the more students talking on classes, so it is more effectively); and to use playing techniques training. There are didactic, outdoor games with lyrics and dialogue, playing exercises, surprises, gaming life situation of communication in which the student acts as an active speaker among them; ease and looseness of students on classes. Students can sit at tables in a semicircle facing each other and to communicate with the teacher and other students frequently [4, p. 87].

Another form of learning a foreign language and speech development is an individual work. The aim of it is the consolidation of individual speech abilities and skills that students have acquired at classes. Each teacher should show creativity in planning and conducting various types of speech classes, their successful combining. The ultimate result of complex work is the formation of students' foreign language competence.

Conclusions of this research and prospects for further studying in this direction. Therefore, the article explores the meaning of competence, its types, considered stages of foreign language communicative competence, describes basic communication skills, which depend on the development of communicative competence requirements allocated to the organization and conducting speech foreign language classes. It is suggested that foreign language communication is possible if students master a foreign language as a means of communication. The level of efficiency of communication is formed by the level of the formation of students' foreign language communicative competence. It should be developed new methodological approaches and identified pedagogical conditions of their implementation to provide efficiency of the process of the formation of foreign language communicative competence.

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ПРИНЦИПИ ФОРМУВАННЯ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ

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Анотація. У статті розглянуто етапи формування іншомовної комунікативної компетентності, що є доміантною в оволодінні іноземною мовою майбутніми вчителями-мовниками. Встановлено взаємозв'язок комунікативної компетентності з соціокультурними знаннями, які допомагають ефективній соціалізації особистості в новому для неї іншомовному оточенні. З'ясовано, що комунікативна компетентність консолідує в собі вміння виголошувати монологічні промови та вести діалог іноземною мовою, сприймати, читати і розуміти на слух безпосередньо автентичні тексти. Акцентовано увагу на складових іншомовної мовленнєвої компетенції (фонетичній, лексичній, комунікативній, граматичній, лінгвістичній, соціолінгвістичній) і на її ролі у формуванні культури іншомовної мовленнєвої комунікації. Окреслено вимоги до

організації навчальної діяльності щодо розвитку іншомовної комунікативної компетентності майбутніх учителів англійської мови.

Ключові слова: іншомовна комунікативна компетентність, лінгвістична компетентність, прагматична компетентність, комунікативні вміння, декларативні знання, комунікативна культура.

ПРИНЦИПЫ ФОРМИРОВАНИЯ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация. В статье рассмотрены этапы формирования иноязычной коммуникативной компетентности, которая является доминантной в овладении иностранным языком будущими учителями-филологами. Определена взаимосвязь коммуникативной компетентности с социокультурными знаниями, которые помогают эффективной социализации личности в новом для нее иноязычном окружении. Выяснено, что коммуникативная компетентность консолидирует в себе умения произносить монологические речи и вести диалог на иностранном языке, воспринимать, читать и понимать на слух непосредственно аутентичные тексты. Акцентируется внимание на составляющих иноязычной речевой компетенции (фонетической, лексической, коммуникативной, грамматической, лингвистической, социолингвистической) и на ее роли в формировании культуры иноязычной речевой коммуникации. Определены требования к организации учебной деятельности по развитию иноязычной коммуникативной компетентности будущих учителей английского языка.

Ключевые слова: иноязычная коммуникативная компетентность, лингвистическая компетентность, прагматическая компетентность, коммуникативные умения, декларативные знания, коммуникативная культура.