

Formation of Communicative Competence as the Goal of Teaching Foreign Language

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Abstract:

The article examines the study of the formation of communicative competence as the main target of teaching foreign language. Various approaches to determining the component composition of communicative competence, ways of its formation. Considering various approaches to the formation of foreign language communicative competence, the authors pay attention to the principles that make it possible to implement the communicative method of teaching, as well as teaching tools that contribute to the formation of communicative competence.

Keywords: foreign language, techniques, communication, communicative competence, activity, methods, approach, listening, speaking, writing, reading, tasks, goal.

The crucial goal of teaching a foreign language is the development of students' communicative competence in foreign language lessons, that is, mastering a foreign language as a means of communication. Currently, the global goal of mastering a second foreign language is considered to be familiarization with another culture and participation in the dialogue of cultures. This goal is achieved by developing the ability for intercultural communication. It is teaching organized on the basis of tasks of a communicative nature, teaching foreign language communication, using all the tasks and techniques necessary for this, that is a distinctive feature of a foreign language lesson [11]. Due to the fact that learning a foreign language presupposes free communication in it, the formation of communicative competence in a foreign language is becoming increasingly relevant.

Foreign language communication is based on the theory of speech activity. Communicative teaching of a foreign language is activity-based in nature, since verbal communication is carried out through "speech activity", which, in turn, serves to solve the problems of productive human activity in the conditions of "social interaction" of communicating people. Participants in communication try to solve real and imaginary problems of joint activity with the help of a foreign language. The activity-based essence of communicative-oriented teaching of a second foreign language is implemented in the conditions of a humanistic approach to teaching [3]. With this approach, positive conditions are created for the active and free development of the individual in activity.

The term "communicative competence" was introduced into science by M.N.Vyatyutnev. He defined it as "the selection and implementation of speech behavior programs depending on a person's ability to navigate in a particular communication environment; the ability to classify

situations depending on the topic, tasks, communicative attitudes that arise in students before the conversation, as well as during the conversation in the process of mutual adaptation" [5].

N.D.Galskova and N.I.Geiz propose to understand communicative competence as follows: "communicative competence is a person's ability to understand and generate foreign language statements in a variety of socially determined situations, taking into account the linguistic and social rules that native speakers adhere to" [1].

Communicative approach to teaching a foreign language formed on the basis of the idea that one of the most important functions of language is the function of communication, or communicative function. Some scientists consider this function to be fundamental, since language arose due to the human need to exchange information with other people, that is, in the process of communication between people. For example, N.D.Arutyunova states that "language is a naturally occurring and developing system of symbolic units expressed in sound form in human society, capable of expressing the entire set of concepts and thoughts of a person and intended primarily for the purposes of communication" [4]. Due to the fact that the basis of communicative learning is understanding of the features of the language that are taken into account in the process of teaching it, we can conclude that communicative learning is a special approach to teaching a foreign language at school. This interpretation of communicative teaching of a foreign language is noted in many foreign sources of methodological literature.

To summarize the above, it is necessary to emphasize the importance of interaction and cooperation of students, as well as speech tasks for organizing communicative language acquisition. Communicative learning includes the formation of a communicative concept, that is internal readiness and ability for verbal communication, orienting students toward "entering" a different cultural space. Such training is characterized, first of all, by non-traditional forms of conducting classes. The initial stage of teaching a second foreign language in secondary school is understood as the period of studying a second foreign language, which makes it possible to lay the foundations of communicative competence, necessary and sufficient for their further development and improvement in the course of studying that subject. Laying the foundations of communicative competence requires a fairly long period of time, because students need to become familiar with the target language as a means of communication from the very first steps [9]. This means that they must learn to understand foreign language speech by ear (listening), express their thoughts using the language they are learning (speaking), read, that is, understand a foreign language text read silently, and write, that is, learn to use the graphics and spelling of a foreign language when performing written tasks aimed at mastering reading and speaking, or being able to express one's thoughts in writing.

Indeed, in order to lay the foundations for each of the listed types of speech activity, it is necessary to accumulate linguistic means that ensure the functioning of each of them at an elementary communicative level, allowing them to move to a qualitatively new stage of their development in the future. The initial stage is also important because how learning progresses at this stage determines success in mastering the subject at subsequent stages. One cannot but agree with the English methodologist G.Palmer, who attached great importance to the beginning in the study of a foreign language [2].

In addition, it is at the initial stage that the methodological system underlying teaching a second foreign language is implemented, which from the first steps allows the teacher to enter this system and carry out the educational process in accordance with its basic provisions. Back in 1947, I.V.Rakhmanov wrote: "...most of the methods (meaning direction, training system) differ significantly from each other only at the elementary level of training, and for the advanced level they are either not developed at all or differ little from each other even among methodologists belonging to opposite camps ..." Mastering general and special educational skills, methods and techniques for independent study of languages and cultures, including using new information technologies [6].

It is necessary to develop the ability and willingness to carry out interpersonal and intercultural communication with native speakers in four types of speech activity (speaking, reading, listening and writing). Laying the foundations of communicative competence requires a fairly long period of time, because students need to become familiar with the target language as a means of communication from the very first steps [10]. This means that they must learn to understand foreign language speech by ear listening, express their thoughts using the language they are learning speaking, reading, that is, understand a foreign language text read silently, and write, that is, learn to use the graphics and spelling of a foreign language when performing written tasks aimed at mastering reading and speaking, or being able to express one's thoughts in writing. In order to lay the foundations for each of the listed types of speech activity, it is necessary to accumulate linguistic means, which will ensure the functioning of each of them at an elementary communicative level [7].

As you know, goals are as planned results which are determined by the program state document in which they become specific. Both are for the entire course of study and for each stage. In the domestic methodology, four aspects of the goal of teaching a foreign language have traditionally been distinguished: educational or practical goal, educational goal, educational goal and developmental goal.

Currently, special attention is paid to the communicative goal as determining the possibility of fulfilling the educational, general educational and developmental functions of the subject. It is advisable to begin revealing the communicative purpose of learning by considering the specifics of the academic subject "foreign language" [13].

Firstly, it lies in the fact that, language - be it native or foreign which serves as a means of communication, a means of receiving and transmitting information about the surrounding reality in the natural conditions of social life, and as such it should be considered when studying it at school.

Secondly, when teaching this subject, a special increase in knowledge about the surrounding reality is not expected, especially at the initial stage of its study, as the foreign language culture of the country is expanded through language and the general horizons are expanded.

Thirdly, language, being a means of communication, needs to be kept in working order, that is, always ready for use in emerging communication situations. Therefore, mastery of this clearly organized practice in the use of acquired material in oral and written forms of communication in the conditions available to general education institutions [12].

From the specifics of the subject "foreign language" it follows that students must master the target language as a means of communication and be able to use it in oral and written forms. The oral form includes the ability to understand spoken speech by ear - listening and express one's thoughts in a foreign language - speaking. The written form involves mastering graphic speech, that is, understanding printed text - reading and using a graphic system to express thoughts - writing. Listening, speaking, reading and writing are types of speech activities that must be developed in students to ensure the ability to communicate in oral and written forms [14].

The formation of communicative competence is a complex, multi-stage process that includes the formation of each of its components, which include the formation of a whole set of skills. Considering the formation of communicative competence, it is worth noting that it is difficult to form one or another of its components completely isolated from the rest [8]. All components of communicative competence are interconnected, and here we can rather talk about an emphasis on the formation of subcompetence in a specific situation.

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