

FORMING COMMUNICATIVE COMPETENCE IN FOREIGN LANGUAGE TEACHING

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The problem of the formation of communicative competence is the subject of many studies in the field of pedagogy. At the same time, this problem remains unsolved, which is largely due to the ambiguity of the interpretation of the concept of “communicative competence”.

The American linguist N. Chomsky was one of the first to introduce this term into scientific use, by which he understood “a system of intellectual abilities, a system of knowledge and beliefs that develops in early childhood and in interaction with many other factors determines the types of behavior” [1].

Ethnolinguist D. Hymes defined communicative competence as “the creative ability of a person to use the inventory of linguistic means (in the form of statements and discourses), which consists of knowledge and readiness for their adequate use” [2].

In Kazakh linguodidactics, communicative competence is usually understood as “a phenomenal category that reflects the normative knowledge of the semantics of language units at different levels, mastering the mechanisms of constructing and paraphrasing utterances, the ability to generate a discourse of any length, in accordance with the cultural and speech situation, including the parameters of the addressee, place, time and conditions of communication, the ability to realize the differences between the native and foreign languages in foreign language speech, to carry out conscious and automatic transfer of language means from one type of speech activity to another, from one situation to another” [3].

Communicative competence appears in the unity of the following components:

1. Linguistic (involves knowledge of the semantics of language units at different levels, the ability to use lexical, phonetic and grammatical language tools in speech);
2. Sociolinguistic (implies an adequate choice and effective use of language forms in accordance with the communicative context);
3. Socio-cultural (involves the formation of global ideas about the world, about the culture of the country of the language being studied, the ability and willingness to carry out a dialogue of cultures);
4. Discursive (is the knowledge of the rules of construction of statements, the ability to use them to solve various communicative tasks: expressing their own opinions, beliefs, arguments, explanations and evidence);
5. Social (implies a willingness and desire to interact with foreign-language communication partners, the formation of a tolerant attitude towards representatives of other cultures) [4].

The problem of the formation of communicative competence in the unity of all its components is particularly relevant in the context of professional training of students. For this group of students, the formation of communicative competence is the key goal of the learning process, the key to successful social and educational adaptation, and the productivity of educational activities in the host country.

Let us consider the methodological foundations of the formation of linguistic, discursive and socio-cultural aspects of the communicative competence of students.

Formation of linguistic competence.

It should be noted that the process of forming the communicative competence of students differs in a number of features:

1. The impossibility of implementing the methodological principle of relying on the native language, since students of foreign language culture learn one foreign language through another, most often the state language of the host country.

2. Difficulties in predicting possible difficulties associated with the phenomenon of interlanguage interference. In most cases, a teacher working with students does not know their native language and cannot foresee the inevitable mistakes that result from the mechanical transfer of the rules of one language to another.

All this can serve as an obstacle to the formation of the communicative competence of students. In order to minimize possible difficulties, it is advisable to organize the study of various aspects of a language as follows:

1. To build the study of grammar on the basis of an explicit approach with the predominance of the inductive method, since the independent formulation of a grammatical rule based on the context in which a new linguistic phenomenon is often encountered, stimulates linguistic awareness motivation and contributes to the formation of analytical and research skills;

2. To give preference to individual forms of work at the stage of familiarization with the grammatical phenomenon and its understanding, which ensures proper concentration of attention on the studied language structure, provides ample opportunities for monitoring the processes of cognitive activity, developing the independence of a student and self-correction skills. At the stage of training and consolidation of new material, it is more appropriate to turn to group forms of work that contribute to the development of speech skills, realizing the communicative orientation of teaching foreign languages.

3. To use those materials for illustrating grammatical phenomena, the lexical content of which most fully corresponds to the speech situations characteristic of the future professional activity of students.

4. Build the formation of phonetic skills based on the acoustic approach with the predominance of the analytical-imitative method, since listening to authentic speech allows you to assimilate foreign-language phonemes and intonemes in speech structures and models, thereby contributing to the formation of the communicative competence of students.

5. To use various forms of English folklore to illustrate phonetic phenomena: paroemias, children's rhymes, folk songs, which not only increase the productivity of the formation of rhythmic-intonation and auditory-pronunciation skills, but are also the key to understanding foreign language linguoculture.

6. Rely on non-translational ways of semanticizing new lexical units in the process of learning the vocabulary of the language. In order to assimilate a new vocabulary, semanticization is most effective with the help of synonyms, antonyms, definitions and methods of word formation known to students, which leads to the establishment of strong paradigmatic connections and an increase in the volume of individual semantic fields of students.

7. Apply to group forms of work at the stage of fixing new lexical material, which contributes to the development of communication skills and ensures constant updating of lexical units and their maximum rotation [5].

Following these recommendations significantly increases the productivity of the process of developing the communicative competence of students in its linguistic aspect.

Grammatical competence can be considered successfully formed if a student:

- * knows the form, meaning, usage norms and speech function of a grammatical phenomenon;
- * makes a successful choice of grammatical structure in accordance with the communicative purpose of the utterance;

* is able to overcome grammatical difficulties in the process of communicative interaction with communication partners.

At the phonetic level, the successful formation of the linguistic aspect of communicative competence can be said if a student of a foreign language culture:

- * recognizes individual phonemes, intonemes, and semantic syntagmas by ear;
- * can correctly articulate sounds and combine them into words in the speech stream;
- * selects the intonation structure in accordance with the communication situation.

The criteria for the formation of the lexical aspect of communicative competence can be considered as:

- * knowledge of the sound and graphic form, meaning and usage norms of the lexical unit;
- * the ability to choose the right lexemes, taking into account their connotation and management in the sentence;
- * the ability to combine individual lexical units into a coherent statement that corresponds to the purpose of communication.

Formation of discursive competence.

The formation of the discursive competence of foreign students is based on the study of the means of cohesion and speech formulas, which are most often used by native English speakers in the following communicative situations:

- greeting, address, farewell,
- gratitude, apology
- request, suggestion,
- consent, disagreement, prohibition,
- surprise and doubt,
- sympathy, approval,
- praise, blame,
- congratulations and wishes.

In order to develop discursive skills, it is advisable to invite students to perform language, conditional speech and speech exercises with the following task wording:

- 1) connect the two parts of a complex sentence into a single whole using linguistic means of logical communication;
- 2) arrange the individual statements in a logical sequence so as to get a coherent dialogue;
- 3) assemble a logically organized narrative from the scattered parts of the text;
- 4) prepare your own monologue statement, the purpose of which is to suggest ways to solve the problem raised in the text [6].

The formation of discursive competence of students is largely promoted by group forms of organization of educational and cognitive activities: discussions, role-playing games, debates. Such types of educational activities develop the skills of logical organization of speech, the ability to consistently and evidently express their own opinion. In addition, in the process of joint discussion of problems, not only the discursive, but also the social aspect of communicative competence is formed, which implies a willingness and desire to conduct a productive dialogue with a communication partner. In addition, in an effort to build a convincing statement, a student will inevitably face the need to choose language forms that are adequate for the purposes of the statement, which contributes to the formation of students' sociolinguistic competence.

The criteria for the formation of discursive competence can be:

- * effective use and correct interpretation of language units in the process of communication;
- * ability to organize lexical and grammatical material into a coherent text;
- * possession of cohesion tools.

Formation of socio-cultural competence.

The formation of socio-cultural competence is a continuous process that permeates all aspects of teaching foreign languages. It is based on linguistic and cultural knowledge, the source of which can be authentic texts of a pragmatic nature, works of various genres of folklore, classical fiction. As a reflection of the most important concepts of English and American linguistic culture, these works serve as a key to understanding the national picture of the world of English-speaking countries.

Socio-cultural competence can be considered successfully formed if a student of a foreign language culture:

- * knows the national and cultural characteristics of the social and speech behavior of native speakers;

- * is able to flexibly use a variety of communication strategies in the process of communicating with representatives of other cultures;

- * able to resolve problematic situations that may arise in communication partners due to cultural differences.

Reading works of classical fiction can act as an effective means of forming communicative competence in the unity of all its aspects:

- linguistic, as it allows you to optimize the process of assimilation of language material;

- sociolinguistic, since the text of the proposed works is a clear illustration of the use of various language forms in accordance with the purpose of communication;

- socio-cultural, since the author's text can act as a source of knowledge about the culture of the English and American linguistic community;

- discursive, since the joint discussion of the read works contributes to the development of skills and abilities of the logical organization of speech, overcoming language barriers in the process of communication.

The process of forming the communicative competence of students of foreign language culture can be divided into the following stages:

1. Diagnostics of the readiness of students to master the academic program;

2. Group work aimed at mastering the knowledge and developing the key competencies of this group of students;

3. Formation of the experience of communicative behavior in the framework of standard situations;

4. Development of key communication skills of students in variable learning situations;

5. Implementation of the acquired knowledge and skills in practical communication activities in the country of the language being studied.

In conclusion, can say that the successful formation of students' communicative competence is the basis for the effectiveness of their professional training in the host country, the guarantee of the productivity of their professional activities in their homeland.

Literature

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THE ROLE OF PROVERBS AND SAYINGS IN FORMATION OF INTERCULTURAL COMPETENCE OF LEARNERS

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English is regarded as one of the well-structured language which encompasses vast amount of words, phrases, sayings, well-constructed grammar and own history. Throughout several decades because of some historical events English has been changed and developed. Proverbs and sayings were in English since the beginning when people used to talk to each other. As well as changes happen in our globe, it will impact on language, too. Implementation of proverbs and sayings in the process of teaching foreign language will motivate learners, attract them, interest them with new way of teaching, and also each proverb contains up-bringing lesson. It is significant to impact on students’ thinking.

In the process of implementing foreign language it is important to get acquainted with the culture and history of that language. While knowing culture of the language, students will be motivated to learn further more. In addition, proverbs were transferred from one generation to another by the usage of language. From this point it is visible how language can influence whole nation’s future, and with the help of sayings. The study of proverbs and sayings can contribute to an understanding of the mentality and national character of the natives, opens direct access to the vast spiritual wealth of the nation, serves as an additional «window» into the world, an important means of understanding and interacting with people. Applying an intercultural approach, one can identify what is hidden in another culture, learn to understand and interpret it, foster respect for one’s own and another’s culture, be able to notice differences and similarities, mutually enrich and develop strategies for adequate behavior in situations of intercultural communication.

According to E.I. Lugovskaya, Z.S. Nesipbaeva and J.M. Makhmetova’s research proverbs and saying are implemented during the lessons due to the following characteristics:

- To remember the translation, words and phrases which were basically in English, which means proverbs have historical background;
- To improve communicative skills along with 4 basic skills of foreign language as listening, reading, writing and speaking;
- The structure of proverbs and saying as being short holds vast amount of moral lesson for learners. This means they will be useful to learn moral attitude [1, p. 2-4].

In recent years the issue of applying modern methods of teaching foreign languages in general education sphere and their effective use for improving the quality of teaching foreign languages to students, forming and developing their communicative culture has been raised more often. The use of proverbs and sayings as a method of organizing learning is one of the best ways to make a lesson bright, rich and extraordinary, and most importantly, interesting for students, which certainly contributes to better memorization.

In the process of learning foreign language students will be able to communicate with different nations, and in this case they may face some challenges related to intercultural communication. As well as intercultural communication is needed for making conversation among various nations, students