

## METHODOLOGICAL FOUNDATIONS OF THE DEVELOPMENT OF COMMUNICATIVE CULTURE IN THE PROCESS OF TEACHING THE ENGLISH LANGUAGE (ON THE EXAMPLE OF THE DIRECTION OF NATURAL SCIENCES)

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### Abstract:

The article is devoted to the problem of the formation of communicative competence of students. An analysis of the difficulties associated with this process and a description of ways to overcome them are given. The article presents methodological recommendations for the formation of the communicative competence of students and formulated criteria for evaluating the effectiveness of the process of its formation.

**Keywords:** communicative competence, intellectual abilities, paraphrasing utterances, linguistic, lexical, phonetic, beliefs, arguments, explanations.

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 unresolved, which is largely due to the ambiguity of interpretations of the concept of "communicative competence". The American Linguist N. Chomsky was one of the first to introduce this term into scientific use, 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 ... types of behavior" [3]. Ethnolinguistic D. Hymes defined communicative competence as "the creative ability of a person to use an inventory of linguistic means (in the form of statements and discourses), which consists of knowledge and readiness for their adequate use" [1]. In Russian linguodidactics, communicative competence is commonly understood as "a phenomenal category reflecting normative knowledge of the



semantics of language units of different levels, mastery of the mechanisms of constructing and paraphrasing utterances, the ability to generate a discourse of any length, by the cultural and speech situation, including the parameters of the addressee, place, time and conditions of communication, the ability to realize differences between native in foreign language speech and a foreign language, to carry out a conscious and automatic transfer of linguistic means from one type of speech activity to another, from one situation to another" [1].

Communicative competence appears in the unity of the following components:

1. Linguistic (assumes knowledge of the semantics of language units of different levels, the ability to use lexical, phonetic, and grammatical language means in speech);
2. Sociolinguistic (implies an adequate choice and effective use of language forms under 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, and the ability and willingness to carry out a dialogue of cultures);
4. Discursive (represents knowledge of the rules for constructing statements, the ability to use them to solve various communicative tasks: expressing one's own opinion, beliefs, arguments, explanations, and proofs);
5. Social (implies a willingness and desire to interact with foreign-speaking communication partners, the formation of a tolerant attitude towards representatives of other cultures) [2].

The problem of the formation of communicative competence in the unity of all its components acquires particular relevance 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's 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 several features:



1. The impossibility of implementing the methodological principle of relying on the native language, since students of a foreign language culture study one foreign language through another, most often the official 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. To minimize possible difficulties, it seems advisable to organize the study of various aspects of a foreign language as follows:

1. To build the study of grammar based on 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 often occurs, stimulates linguistic cognitive 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 comprehension, which ensures the proper concentration of attention on the studied language structure, provides ample opportunities for monitoring the processes of cognitive activity, the development of independence of a foreign student and self-correction skills. At the stage of training and consolidation of new material, it is more expedient to turn to group forms of work that contribute to the development of speech skills and skills, realizing the communicative orientation of teaching foreign languages.
3. To use to illustrate the grammatical phenomena of those materials, the lexical content of which most fully corresponds to the speech situations characteristic of the future professional activity of students.
4. To build the formation of phonetic skills based on an acoustic approach with the predominance of the analytical-imitative method, since listening to authentic speech allows you to assimilate foreign phonemes and intones 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: premiums, nursery rhymes, and folk songs, which not only increase the productivity



of the formation of rhythmic-intonation and auditory skills but are also the key to understanding foreign language linguacultural.

6. Rely on non-translatable ways of somatization new lexical units in the process of studying the vocabulary of the language. To assimilate new vocabulary, semantics using synonyms, antonyms, definitions and methods of word formation known to students is most effective, which leads to the establishment of strong paradigmatic connections and an increase in the volume of individual semantic fields of students.

7. Turn to group forms of work at the stage of consolidating new lexical material, which contributes to the development of communicative skills and ensures constant updating of lexical units and their maximum rotation.

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

Grammatical competence can be considered successfully formed if a foreign student:

- knows the form, meaning, usage norms, and speech function of a grammatical phenomenon;
- makes a successful choice of grammatical structure by the communicative purpose of the utterance;
- can 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, intones and semantic syntagmas by ear;
- knows how to articulate sounds correct and combine them into words in the flow of speech;
- selects the intonation structure by the communication situation.

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

- knowledge of the sound and graphic form, meaning, and norms of use 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 corresponding to the purpose of communication.
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#### FORMATION OF DISCURSIVE COMPETENCE

The formation of the discursive competence of students is based on their study of the means of cohesion and speech formulas, 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, censure
- congratulations and wishes.

To develop discursive skills, it is advisable to offer students the to perform language, conditional speech, and speech exercises with the following task formulation:

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

The formation of discursive competence of students is largely facilitated by group forms of organization of educational and cognitive activities: discussions, role-





playing games, and debates. Such types of educational activities develop the skills of logical organization of speech, and the ability to consistently 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, to build a convincing statement, a foreign student will inevitably face the need to choose language forms adequate to the purpose of the statement, which contributes to the formation of the sociolinguistic competence of students.

The criteria for the formation of discursive competence can be:

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

#### FORMATION OF SOCIOCULTURAL 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, and classical fiction. Being a reflection of the most important concepts of English and American linguistic culture, these works serve as the 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 national and cultural peculiarities of social and speech behavior of native speakers;
- can 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 to optimize of the process of assimilation of language material;



- sociolinguistic, since the text of the proposed works, is a visual illustration of the use of various language forms by 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 works read contributes to the development of skills and abilities of logical organization of speech, overcoming language barriers in the communication process.

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 assimilate into the academic program;
2. Group work aimed at mastering knowledge and developing key competencies of this group of students;
3. Formation of the experience of communicative behavior in standard situations;
4. Development of key communication skills of students in variable learning situations;
5. Implementation of the acquired knowledge and formed skills in practical communicative activity in the country of the studied language.

The successful formation of the communicative competence of students is the basis of the effectiveness of their professional training in the host country, the guarantor of the productivity of their professional activities at home.

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