

Kalybayeva Zhuldyz Bukembaykyzy

master's degree student

Kazakh Ablai Khan University of International Relations and World Languages

Almaty, Kazakhstan

THE FORMATION OF COMMUNICATIVE COMPETENCE DURING THE LEARNING PROCESS OF THE ENGLISH LANGUAGE

***Abstract:** the article examines how communicative competence is developed in English language teaching. It discusses different methods of determining the components of communicative competence and how it can be cultivated. The authors focus on principles that support the communicative teaching method and teaching strategies that enhance communicative competence. Emphasizing the importance of English lessons, they highlight the role they play in shaping and improving communicative skills. Studying the techniques that contribute to the effectiveness of the communicative approach allows us to assess their varying levels of effectiveness and their role within the communicative approach framework. Tasks designed to achieve specific outcomes involve different types of speech interaction: cooperation (working together to develop an idea and solve a problem), combination (exchanging information between participants with different initial knowledge), and "execution of instructions" (one participant conveying information to another). The authors stress the importance of prioritizing communication tasks and recognizing the interconnectedness of communicative competence components.*

***Keywords:** communicative competence, communicative teaching method, communicative games, communicative simulations, free communication, methods, techniques, tasks.*

Калыбаева Жулдыз Букембай кызы

магистрант

Казахский университет международных отношений

и мировых языков им. Абылай хана

г. Алматы, Республика Казахстан

ФОРМИРОВАНИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ В ПРОЦЕССЕ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА

Аннотация: в статье рассматривается, как развивается коммуникативная компетентность при обучении английскому языку. Обсуждаются различные методы определения компонентов коммуникативной компетентности и способы ее развития. Автор уделяет особое внимание принципам, лежащим в основе коммуникативного метода обучения, и стратегиям преподавания, повышающим коммуникативную компетентность. Подчеркивая важность уроков английского языка, акцентируется внимание на роли, которую они играют в формировании и совершенствовании коммуникативных навыков. Изучение техник, которые способствуют эффективности коммуникативного подхода, позволяет нам оценить их различные уровни эффективности и их роль в рамках коммуникативного подхода. Задания, направленные на достижение конкретных результатов, предполагают различные типы речевого взаимодействия: сотрудничество (совместная работа над разработкой идеи и решением проблемы), комбинирование (обмен информацией между участниками с разными исходными знаниями) и «выполнение инструкций» (один участник передает информацию другому). Автор подчеркивает важность приоритизации коммуникативных задач и признания взаимосвязи компонентов коммуникативной компетентности.

Ключевые слова: коммуникативная компетентность, коммуникативный метод обучения, коммуникативные игры, коммуникативные симуляции, свободное общение, методы, приемчики, задания.

In today's society, the ability to speak foreign languages is becoming more crucial. Knowing a foreign language allows young individuals to engage in global culture, utilize the vast resources of the Internet, work with technology, and utilize multimedia tools for education.

In the context of modernizing Kazakh education, the issue of adopting a competency-based approach to teaching becomes relevant. Of the essential competencies, communication skills hold particular significance.

This particular skill involves proficiency in various forms of verbal expression, the etiquette of spoken and written communication, and the ability to effectively use language in diverse contexts and social interactions. Communicative competence encompasses the capacity to engage in effective communication.

In today's technologically advanced era, it is important for everyone to have a good grasp of a foreign language. English language lessons focus on developing students' ability to effectively communicate and understand speakers of a foreign language, while also teaching the subject matter. To fully understand the communicative approach, it is essential to explore the principles of communication and how they are applied in English lessons.

The principle of speech-activity involves creating challenging tasks that stimulate students' cognitive activity and prompt them to engage in discussion. For instance, a task like «You are a tour operator. Help tourists decide on a destination for their trip» can be used in lessons. The principle of individualization is essential in promoting communicative interaction and motivation. It is important to consider the unique characteristics and interests of students in choosing relevant topics for discussion, such as "Career choices", "Technology", "Music", "Movies", etc.

The principle of situational appropriateness emphasizes the importance of recognizing the context as a key factor in structuring the teaching of foreign-language communication. Every aspect of the learning process should be tailored to the specific situation at hand. For instance, during a lesson, it is essential to present a real-life scenario for students to engage with. This scenario prompts students to think through their decisions and explain their reasoning, thus highlighting the importance of situational factors in language learning. The principle of introducing new and varied elements into the educational process is crucial for the effectiveness of communicative learning. Utilizing activities such as role-playing games is key in engaging students and allowing for interactive and realistic communication experiences. Role-play involves participants mimicking real-life scenarios, providing a practical and engaging way to enhance learning.

Students' ability to communicate effectively is intentionally developed during lessons that go beyond just classroom time, such as electives and extracurricular activities, through a variety of approaches and techniques. The goal of enhancing this competence is to enhance students' capacity to utilize English as a means of connecting with different cultures and civilizations. Engaging in intercultural dialogues allows students to gain insights into other cultures while also deepening their understanding of their own culture as it is reflected in the language and culture of the studied language. As students' global awareness expands, their interest in world literature grows, motivating them to apply their newfound knowledge and creative skills in various subjects like computer science, geography, and social studies. This enhanced motivation also drives students to pursue higher education and select disciplines that are closely related to the English language.

In order to become an English teacher, it is important to be proficient in a second language and show strong skills in communication in that language. Unfortunately, not all students studying language are able to achieve this level of proficiency. Therefore, the issue arises regarding the exploration of innovative strategies, techniques, and tools for fostering the foreign language communicative skills of prospective English teachers at the university. The students' proficiency in a second language is a vital attribute that interacts with various aspects of their personal and professional growth, influencing their effectiveness to varying degrees. Engaging in interactive learning in the English language classroom facilitates extensive communication among students and cultivates their ability to tackle communicative challenges. The ability to effectively communicate, which is a crucial part of essential skills developed through contemporary education, comprises linguistic, discourse, sociolinguistic, and sociocultural aptitudes, along with a socio-personal interactive aspect linked to collaboration and acceptance. Key terms: effective communication, interactive education, cross-cultural exchange, proficiency in foreign languages, professional training, English fluency, technological advancements.

Current methods for teaching English communication require teachers to focus on key educational principles such as making lessons accessible, considering students'

ages and individual traits, and maintaining consistency and structure in teaching. Teachers should also embrace principles of communicative learning, which include prioritizing speech activities, encouraging student participation, personalizing learning experiences, organizing lessons in real-life situations, and making the learning process engaging and informative.

English classes provide an excellent opportunity to integrate various subjects together. Elements of Uzbek language, literature, history, geography, art, music, biology, and physics can all be found to some extent in English language curriculum. Developing communicative skills in a foreign language involves mastering a range of functions, including exchanging information, setting rules, expressing emotions, and demonstrating proper etiquette.

As these functions are implemented, various communicative tasks are accomplished and fundamental communication skills are developed. The information function involves acquiring effective verbal and written communication skills, which includes tasks such as requesting, sharing, explaining, and understanding information. The regulatory function involves tasks like encouraging, requesting, offering, advising, agreeing, and responding to motivation. The emotional-valued function includes tasks like expressing opinions, feelings, proving points, and experiencing various emotions in response to information.

The social function involves developing the ability to understand and respond appropriately to verbal communication through listening and reading. Tasks include: 1) initiating a conversation; 2) showing interest in the other person, actively listening, and responding; 3) keeping the conversation flowing and ending it politely; 4) acknowledging special occasions or holidays; 5) expressing gratitude; 6) offering support and empathy.

Effective communication involves the ability to understand and express oneself appropriately in different communication contexts. This includes knowledge about speech linguistics, such as speech styles, structures, and types. However, simply having this knowledge is not enough for effective communication. Communicative competence also involves skills such as initiating contact, making a good first impression,

asking and answering questions, engaging in conversations, and encouraging others to clarify their statements.

Understanding the specific characteristics of different speech genres and the ways in which communication goals are achieved in interactions is important. The elements of the situation, such as the context or speech conditions that influence the speaker's choice of words and language structure, must be taken into account. This includes considering factors such as the relationship between the speakers (formal or informal), their social roles, and other personal characteristics like age, gender, interests, etc. Additionally, the physical location of the interaction, such as a classroom or casual setting, can also impact the nature of verbal communication. Another crucial aspect of the speech situation is the speaker's objectives and intentions. As a result, the way a request, order, or demand is delivered will vary depending on whether the message is conveying information, expressing emotions like gratitude, joy, or resentment, or serving a different purpose altogether.

Hence, the ability to effectively communicate relies on verbal skills that consider the context of the conversation, including the audience, location, and intended purpose. It is evident that developing these skills necessitates a foundation in linguistic and communicative competence.

In the field of "Foreign Language", the concept of communicative competence is best represented. Developing communicative competence is the primary objective in English language instruction.

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