

# The Formation of Students' Foreign Language Communicative Competence during the Learning Process of the English Language through Interactive Learning Technologies (The Study on the Basis of Kazan Federal University)

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## Abstract

The relevance of this study is determined by the needs of modern society for qualified specialists, which leads to the necessity of improving the system of higher education. This dictates the need for a high-quality preparation of the teacher of English who is able to act as an active subject of the professional activity and who has high levels of communicative competence.

A future teacher of English must be fluent in a foreign language and must demonstrate high foreign language communicative competence. However, not all the students of language faculties and specializations reach this level. Thus, there arises the question about a search for new approaches, methods and means of formation of foreign language communicative competence of future teachers of English at the University.

At the same time, the student's foreign language communicative competence is an integrative personal quality, it is a tone which mediates along with other kinds of personal and professional development competence and defines its effectiveness in greater or lesser degree.

Interactive learning within the English language teaching provides a full communication between the students and the formation of skills of solving communicative tasks. The communicative competence defined as a significant component of the key competencies and the result of modern education includes linguistic, discourse, sociolinguistic and sociocultural competences as well as socio-personal interactive component correlated with cooperation and tolerance of the student.

**Keywords:** communicative competence, interactive learning, foreign language communication, professional education, intercultural interaction, the English language, technology

## 1. Introduction

The modern requirements for the foreign language proficiency in high school include the presence of foreign language communicative competence of future specialists. It is defined as a certain level of language proficiency, speech and social-cultural set of knowledge, skills and abilities that enable to vary acceptably and appropriately their communicative behavior in a communicative way depending on the functional predictors of foreign language communication and creates the basis for the qualified information and creative activities in various fields.

The structure and the levels of foreign language communicative competence of students are correlated with the willingness of the student to use the possibilities of foreign language for professional self-education (Morozova, 2010). The cognitive level of the development of this competence (pedagogical and linguistic knowledge) implies the development of theoretical readiness, operational (foreign language communicative skills)—the formation of the technological readiness, personal and professional (the qualities of the teacher and the experience of practice-based foreign language communication) reveals through the professional and personal readiness of the student.

However, in theory and practice the problem of formation of foreign language communicative competence of future foreign language teachers is not fully investigated.

Nowadays the transition from subject-centered model of specialist training with clearly defined cognitive and active components in the development of foreign language education to the personality-oriented professionally developing education in the logic of the competence approach is visible.

The analysis of the scientific research and the experience of practical activity in the field of foreign language training of students revealed the contradiction between the objective need for the formation of students' foreign language communicative competence and the lack of the scientifically pedagogical bases and the complex of pedagogical conditions for its formation in the system of the high school education.

The distinguished contradiction helped to define the research problem: what are the forms, methods and pedagogical conditions of the formation of foreign language communicative competence of students as future teachers of the English language through an interactive learning.

## 2. Literature Review

The analysis of scientific studies has shown that the problems of formation of communicative competence arouse a constant interest in the field of foreign language education. Most researchers attribute the formation of communicative competence with the formation of professional competence of specialists (A. I. Kurpesheva, L. R. Mkheidze).

The various aspects of the development of communicative competence of students as future teachers were studied in recent years (M. A. Gryaznova, V. V. Gromova, & Y. A. Belyakova).

There are conceptual elaborations in the field of teaching foreign language (I. L. Bim, G. A. Kitaygorodskaya, A. A. Leontyev, Y. S. Passov, W. M. Rivers, and others), as well as the works dedicated to the technologies of teaching foreign language (I. L. Bim, G. A. Kitaygorodskaya, R. P. Milrood, E. S. Polat, G. V. Rogova, O. M. Shiyan, G. Neuner, J. C. Richards, W. M. Rivers, E. M. Rogers, M. West and others). One of the most effective means of providing the high level of preparing specialists is an interactive learning. The didactic principles of the use of the forms of interactive learning in the educational process are developed by R. M. Abdulov, M. V. Boguslavets.

The theoretic-methodological foundations of the research are the following:

- Works on the theory of professional education (H. E. Belozertsev, I. Ph. Isaev, A. D. Goneev, A. G. Pashkov, and others);
- Researches on the problems of the realization of the competence approach (I. A. Winter, I. Ph. Isaev, R. P. Milrood, V. A. Slastenin, A. V. Hutorskoy, A. V. Shadrikov, and others);
- Works on the theory of foreign language education (P. D. Gurvich, G. A. Kitaygorodskaya, R. P. Milrood, R. P. Passov, V. V. Safonova and others);
- Researches on the individual components of foreign language communicative competence (V. V. Safonova and others);
- Works on the technologies of teaching foreign language (I. L. Bim, G. A. Kitaygorodskaya, and others).

Thus, the activity on the development of communicative competence undergoes in the practice of professional education, it is sufficiently developed in the pedagogical theory. The researchers note its high potential for successful teaching result. The possibility of using interactive teaching methods in the formation of foreign language communicative competence of students remains less investigated.

Therefore, the lack of theoretical and practical development problems led to the choice of the research topic: "The formation of students' foreign language communicative competence during the learning process of the English language through interactive learning technologies".

## 3. Studying the Question

### 3.1 *Communicative Competences of the English Language Teacher*

The requirements for professional communicative competence of future teachers of foreign language include such speech quality and speech behavior as the correctness, accuracy, clarity, expressiveness, richness of language; logic, argumentation, evidence of given conditions, the ability to defend own point of view in a dispute; the ability to listen to the communication partner, tact, care; the ability to build a strategy of speech behavior in different situations.

As a result, a whole complex of forms and methods for developing students' communicative competence should be directed to the acquisition of speech skills which permit to effectively solve professional (in this case, teaching) tasks.

The analysis of the structure of professional activity of future teachers of foreign language shows that it does not take into account the modern training requirements to the professional development which are expressed in the English language as an important part of their communicative competence. The significance of this provision is noted in the normative documents determining the development of the education system for the nearest future, particularly in the requirements of Federal state educational standards of the third generation (FSSES).

Indeed, in terms of the implementation of international mobility and the integration of Russia into the educational and informational worldwide space there it is actualizing the necessity for new ways of formation and development of the linguistic identity of the University graduates who are able to navigate freely in multicultural educational space and to perform professionally oriented interaction with specialists from other countries (Andrienko, 2007).

In this regard, it is especially necessary to extend the communication range of future teachers of foreign language in the process of interaction with students and to improve the quality of language training on the basis of the development of key (basic) competencies.

The obtaining of the individual communicative competence becomes the dominant purpose of the training. The teachers' focus is transferred from the structure or system of the language (as it was in structural linguistics) on the structure of speech differing with the contextuality and cultural identity.

Teaching foreign language communication in the context of dialogue of cultures implies the creation of didactic methodological conditions for the comparative humanistically oriented study of foreign languages and native cultures while forming the integrative communicative skills of intercultural communication, whereas the methodical dominant is the orientation on the formation of future professionals as subjects of the dialogue of cultures.

The basic principles of the communicative-oriented socio-cultural education of students in the conditions of foreign language communication include the following:

- The principle of intensive intellectualization of the educational communicative activity of students;
- The principle of taking into account the profiles of preparing majors in language faculties;
- The principle of balance of the academic and extracurricular activities of students in obtaining the rules of intercultural communication;
- The principle of humanistic psychological component of foreign pedagogical language communication.

The main directions of the reform of the Russian education system can be considered as following: planetary globalism and humanization of education; the cultural sociologization and ecologization of the training content; cross-curricular integration in education technology (Popova, 1999).

The necessary conditions for the realization of socio-cultural education in Russia are the following ones: the orientation on obligatory bicultural and bilingual education, integrative- communicative approach to the language learning as a tool of communication, intercultural interaction, summarizing the achievements of material and spiritual culture of human civilization; the use of the latest technologies in the development of means of mass communication.

Thus, sociocultural approach to the language education is that communicative-oriented teaching the English language as a mean of intercultural communication is closely connected to the intensive use of it as a tool of knowledge: global culture, national cultures and social subcultures of the people of the country of the studying language and its reflection in the way and style of life; spiritual heritage and historical memory of the country and the people; the way of achieving intercultural understanding.

Socio-cultural education in the process of learning English is first of all aimed at:

- 1) The development of the world view of students and their perception of the history of mankind, of their country, the self-perception as the holder of national values, the understanding of the interdependence between the personality and people;
- 2) The development of communicative culture of students, their spiritual potential, a global mindset, awareness of responsibility for their future, the future of their country;
- 3) The training the ethically acceptable forms of expression in society;

- 4) The teaching the ethics of discussion communication and the ethics of interaction with people having different views;
- 5) The development of needs in education (Popova, 1999).

Socio-cultural education in the process of learning English is a part of language education with the students' development the integrative skills to communicate in this language in all forms of the educational process's organization.

In terms of the formation of socio-cultural competence of students in learning the English language there can be distinguished the following: the formation of ideas about the culture of oral and written communication in English; the knowledge of linguistic and linguistic variation of the English speech in terms of formal and informal communication; learning the rules of formal and informal speech behavior in English; the formation and development of skills to use language as a tool of intercultural communication; learning the ability to describe own culture in the English language adequately; learning the communicatively getting used to an English-speaking environment (within familiar topics, situations in domestic, administrative, educational or communication fields of communication); learning the strategies of self-education based on the use of remote means of language training (including communication with other cultures representatives via the Internet); the formation of concepts about equivalent and non-equivalent vocabulary; developing bilingual skills: to find English words to describe Russian realities in the English language; to identify non-equivalent vocabulary; to explain the value of the non-equivalent words in the foreign or in the native language; use correctly non-equivalent language in communicative situations in the language (within the studying themes) (Popova, 1999).

### *3.2 Methodological Approaches to the Formation of Students' Foreign Language Competence*

The study of the experience of universities dedicated to the formation of students' foreign language competence demonstrates the fact that several methodological approaches in teaching foreign language have spread in recent years.

The first one is an activity approach which is considered in the context of personal and activity approach (Zimnayay, 2003) based on the idea of the activity of the subject of studying process. This approach focuses not only on learning but also on the ways of learning designs and ways of thinking, the development of cognitive forces and the creative potential of the student (Zimnayay, 2003).

The speech activity performs as an object of the studying process, represented by a set of speech acts. The personal component places the student as a person in the learning center with his motives, goals and unique psychological characteristics.

The context-situational methodological approach to the study of the English language is developed by Verbitsky and etc. According to Verbitsky (2004), context plays an important conceptual role in all processes of the psyche, consciousness and activity in this approach (Verbitsky, 2004). A context is a system of internal and external conditions of behavior and human activities that affects the perception, understanding, and subject's transformation of the definite situation by giving the meaning and significance to this situation as a whole and its components.

The context is an extremely important factor which determines an adequate or, on the contrary, the illusory reflection of objects and phenomena of objective reality, their personal sense (Emadi, 2013).

The situation of communication is a complex term that includes a large number of required and insufficiently studied characteristics: goals and motives of speech acts, records of the student's last speech experience of the interpersonal relation, that is the whole context of communication.

To ensure the full implementation of the communicative task it is better to use various kinds of collective and differentiated work in the classroom, to exchange the information and the results of the verbal activity of students by giving a certain amount of new information.

While teaching students a foreign language, it is important to consider two things: inadequate understanding by the trainees and trainers the specific realities of the country of studying language; the students' interest to the peculiarities of the social behavior of foreigners in different situations.

Verbitsky includes the following items to the main principles of contextual teaching: pedagogical support of student's personal involvement into the educational activity; consistent modeling the complete content, forms and conditions of professional activity of specialists in educational activity of students; the problem of teaching content and the process of its revelation in the educational process; the adequacy of the organization forms of

students' educational activity to the purposes and to the content of education; the leading role of cooperative activity, interpersonal interaction and dialogical communication of the subjects of the educational process; pedagogically justified combination of new and traditional pedagogical technologies; the unity of the training and education of professional's individuality (Verbitsky, 2004).

Therefore, the formation of communicative competence must be taught to students within the situational approach.

The third methodological approach, which was given the name "communication" one, is understood as a system of education shifting the focus from the aim of "teaching the verbal activity" to "teaching the communication" (Fedotova, 1999). At the same time, the communication is defined to the literature as a unidirectional process of transferring information from subject to object.

Communicative objective is carried out by forming the language and speech skills in reading, listening, speaking, writing, at the end providing the language proficiency and the communication in the context of foreign language environment (educational, professional, daily, sociocultural).

*Foreign language communicative competence* of the student performs as a general, elusive in learning short time aim. It implies such language proficiency that approaches to the language of native speakers by its linguistic parameters; therefore, oral and written forms of training should differ in correctness, disengagement, stylistic adequacy, accordance to the situation of communication.

Thus, foreign language communicative competence can be interpreted as a goal and as a result, the outcome of foreign language teaching.

### 3.3 Interactive Teaching Technologies

The essence of interactive learning is that the learning process is organized in such a way that almost all the trainees are involved in the learning process. Cooperative activities of students in the process of learning the educational material means that each student contributes own special differential contribution, while that the exchange of knowledge, ideas and ways of activity take place. Moreover, this happens in an atmosphere of goodwill and mutual support, which allows not only to gain new knowledge, but also to develop the cognitive activity, to bring it to a higher form of cooperation and collaboration.

The use of interactive technologies during the English language lessons implies the organization and the development of such a dialogue communication that leads to the understanding, interaction and cooperative solving the training tasks.

The interactive form of teaching implies different methods: the method of problematic exposition; presentations, discussions, case studies, group work, brainstorming, the method of critical thinking, quizzes, mini-researches, business games, role plays, the method of questioning and others. The examples of such training can be the following: discussion of the text, the method of quiz, work with documents and information sources, the analysis of the fellow student's written work, the method of specific situations, etc. Within the use of educational business games various aspects of the professional activities of the trainees are modeled, providing the conditions of an integrated application of existing knowledge of the language, the improvement of foreign language skills and the more complete proficiency in the English language as a mean of professional communication and the subject of study, in which the implementation of the roles and of the various game items takes place (Chetverikova, 2004). There are also various modifications of business games: imitational, operational, role plays, "business theatre", psycho and sociodrama.

More than that, the "cooperative learning" can be distinguished besides the interactive learning technologies mentioned above which are aimed at the development of communicative competence. Cooperative learning is a model of organizing the activities of the trainees in small groups. One of the options is a "student team learning". This method pays special attention to the "team goals" and the success of the entire group (team success), which can be achieved only as a result of independent work of each member of the group (team) in constant interaction with other members of the same group while working on a subject or an issue of the study.

As an interactive English teaching technology one can select the language portfolio. It is a new method of teaching, which allows the development of productive activities as well as the personal development of the student as the subject of the educational process. Language portfolio can be defined as a set of working materials, which reflects the result of student learning activities in a particular area of the English language, and the experience of training activities in this area as well.

The project method is based on modeling the students' social interaction in a study group during the class. The

projects are divided into: creative, research, game, practically oriented, informational, etc. At the same time students take different roles and prepare for their implementation in the process of solving problems in real situations of interaction.

Case-study is a method of active learning of life situations, based on the organization of discussions on the specific issues. Trainees are encouraged to understand the situations of professional activities, which need the solution of a problem. The case method is particularly successfully used only in combination with other methods of teaching foreign languages (modeling, system analysis, mental experiment, problem method, classification method, game methods, “brainstorming” and discussion).

The method of “Brainstorming” comes from the English word “Brainstorming”—brain attack and represents the so-called “bank of ideas”—a method of learning, stimulating the intellectual creative and cognitive abilities of learners. Its purpose is to organize collective cognitive activity of students in order to find the greatest number of non-traditional ways of solving the problems by releasing the participants from the inertia of thinking and stereotypes; to stimulate creative activity; to demonstrate the benefits of the collective search of complex problems’ solutions, the usefulness of the co-creation between the teacher and the students; the opportunity of the best possible combination of intuitive and conscious use of the received knowledge.

Interactive activity of the students presupposes the cooperative solving the complex problems on the basis of the analysis of the circumstances and the relevant information, it also implies the ability to alternative opinions and taking smart decisions through discussions.

The teacher does not provide the ready knowledge, but encourages students to an independent search. The teacher’s activity gives place to the activity of the trainees, because its task is to create the conditions for realization their initiative, activity and creativity.

Interactive learning technologies allow us to simultaneously solve several problems. The most important is that they allow to learn the course material and to include the motivational sphere of the student into the educational process, in other words, trainees feel interest during the class; they also develop creative abilities, the capacity for further self-development and self-education, communicative skills; help to establish the emotional contacts between trainees; implement educational objectives, as they accustom students to work in a team, to listen to their comrades. The use of interactive methods in teaching relieves their nervous tension; it gives the possibility to change the form of their activities, to focus the attention on the key issues of the topic.

The use of interactive learning technologies at the lessons of the English language with the aim of the development of foreign language communicative competence should include the following components of professionally-communicative orientation:

- Substantial (the orientation of the linguistic material used in class: special vocabulary, texts (including audio and videotext) associated with the profession);
- And procedural (games, situations, discussions, etc., close to the realistic action and reality, associated with future teachers’ revealing their professional communicative competence) (Peshnya, 2010).

Thus, we can identify the following advantages of the interactive learning technology of teaching the English language taking into account the objectives of formation of communicative competence of students:

- 1) Interactive technologies can easily be integrated without disagreement with the content of education into the educational process in terms of the existing traditional system of learning, specific education standards. By integrating into the educational process, they help to achieve the educational goals in language more effectively than while using only traditional teaching methods;
- 2) Interactive learning technologies are humanistic in nature, because they provide not only a successful learning, but also the intellectual, creative development, as well as the activity and independence;
- 3) Interactive learning technologies perfectly promote the realization of communicative function in the process of learning English.

All these facts prove that the interactive learning technologies have a pedagogical potential, which is aimed at the formation of students’ foreign language communicative competence.

### *3.4 The Experimental Research*

Experimental research on the formation of students’ foreign language communicative competence in learning the English language through interactive learning technologies has been carried out on the basis of Kazan (Volga region) Federal University, Institute of philology and intercultural communication, Department of Russian and

Foreign philology named after Tolstoy.

54 students participated in the experimental work, 27 students in the experimental group, 27 in the control group.

Taking into account the structure of foreign language communicative competence, we have developed a group of tests on all mentioned above competencies.

270 English tests by SMC "Practical course of foreign language" based on the competence approach were analyzed within the experiment.

Students were asked to make seven tasks for testing linguistic component, which is considered to be fundamental in the structure of communicative competence. The standardized tasks to test grammatical knowledge were offered: the paraphrasing of the original proposals, completion of unfinished sentences and filling in the gaps in the text to control the ability to connect sentences using the appropriate words (connectives).

The tasks on synonyms search, the formulation of definitions, words by their definitions (65%) and filling gaps in the sentences were presented for testing the vocabulary.

In order to test the discursive component of communicative competence tasks on the understanding of the general meaning of the text were assigned in the format of multiple choice and in the format of "matching" for an understanding the communicative content of the paragraphs of the written text.

Socio-cultural component of communicative competence was measured using the tests on disclosing the ability of students to understand and interpret hidden communicative meaning which lies "between the lines", definition of aims, attitudes, intentions, opinions and motivations of the statement authors.

The task on the ability to use strategies for achieving communicative aims was offered in order to test the strategic component of communicative competence.

The tasks on the knowledge of the traditions, customs, typical practice in the country with a different culture, ranking social values characteristic of their own and other cultures and judgment evaluation were presented in order to test social and socio-cultural component of communicative competence.

Thus, we have presented the diagnostic tool to measure the level of development of foreign language communicative competence of students.

Next, we will consider the ascertaining phase of the experimental research which included an assessment of the current level of foreign language communicative competence of students formed in the process of traditional education.

As the analysis of the testing showed, tasks for testing linguistic component, precisely, the knowledge of vocabulary and grammar were more successfully accomplished (54%, 66%). That seems logical, as these aspects are given the most attention during the classes of the English language.

A particular difficulty was caused by the task on filling the gaps in the sentences, namely the ability to choose the correct synonym from its value and linguistic environment (1.8% correct answers). The task of this type presupposes a deep immersion into the language structure that is not always necessary in the University environment.

A positive result was gained while making the tasks on testing sociocultural competence, not requiring a definite answer, i.e. allowing a certain amount of subjectivity: on the ranking of the values and the judgment valuation (67% correct answers). At the same time a low result of making the tasks on the knowledge of the traditions and the customs of the country of studying language was received (34%), that indicates the need to use authentic informative texts in the educational process that let you explore different realities, cultural, socio-cultural characteristics of the country of studying language.

The success of making the tasks on identifying strategies to achieve communicative goals (62%) was determined by high level of development of logical thinking test. It makes sense to supplement this unit with tasks on establishing the ability to design the communication process, to prevent or overcome communication difficulties within the specified limits.

The test results of social and socio-cultural component is also high enough (55%), but the attention should be paid on the pragmatic orientation used in the learning process of the texts, namely, the formation of skills with maximum clarity to transmit and with maximum accuracy to understand their communicative meaning.

The analysis of test results discursive competence (32%) demonstrates the need to continue building the skills to create and comprehend oral and written, monological or dialogical texts.

Thus, satisfactory data about the level of the development of students' foreign language communicative competence are obtained because of testing the separate components of communicative competence.

The obtained results are strongly determined by the fact that the content of the discipline "Foreign language" does not fully reflect the interests of future professional activity of trainees: the narrowness of the professional vocabulary, weakly developed skills of reading, writing and aural reception, the low level of creative preparation and initiative while the implementation of communicative operations.

Thus, the results of the ascertaining stage of the experiment made it possible to draw the following conclusions:

- 1) The communicative methodological approach with the elements of context-situational activity approach is mainly used in KFU in the practice of foreign teaching language;
- 2) Content, forms and methods of training do not always have the communicative orientation, as well as teachers traditionally use reproductive technology training, which do not contribute to the formation of the students' communicative competence;
- 3) The students' observation in the ascertaining slice showed a predominance of a low level of the development of foreign language communicative competence.

Beyond the experimental studies, the test of the effectiveness of the developed formation model of foreign language communicative competence was carried out on the forming step. This test was based on the author's educational-methodical complex on the subject of "Speech practice", including own elaboration of the training tasks.

The model of formation of foreign language competence was consisted of six blocks: linguistic, discursive, socio-cultural, strategic, social, sociolinguistic competence.

Interactive technologies, used in the creation of the linguistic and discursive competencies, included the following options of learning activities elaborated by us:

- 1) Questioning: question-answer work in the learning process. The questions asked by the teacher stimulated the rehabilitating activities of the students if these issues caused the cognitive difficulties due to the lack of awareness or the problematic nature of the situation or of the topic.
- 2) Completion: tasks on the addition represented the series of unfinished sentences and they were accompanied by the task to finish them meaningfully using the information obtained from the text which was listened or read. In such tasks the predefined part (usually the beginning of the sentence) is the semantic support, the impulse to create the thoughtful finished statements. The actual Supplement can be a semantic constant determined by the beginning of the utterance, or freely chosen semantic content of a given syntactic frame.
- 3) Drill is a form of performing language tasks involving the deliberate improvement of a separate training-speech action, its multiple reproduction and fulfilling similar actions with the aim of memorization the language phenomenon and the automation of skills. Reproductive, substitution, transformational tasks on the material of isolated words and sentences were performed imitative as a drill.
- 4) Expansion is a task on the extension of a given speech material represented by a phrase, part of a sentence, a statement on the sentence level, a paragraph unity or a text. The extension of the expression was carried out with the help of specification, refinement, insertion the elements of the description, definite examples, revealing the causality and other rhetorical techniques and methods of the thought logical development. Tasks in English contributed to the development of both monological and dialogical speech, to the preparing for participation in classroom discussions and oral presentations before an audience. These tasks were also important for the development of students' expressive written speech.
- 5) Gap-filling. The method of additions or reconstructions was in the basis of this job. As the methodology has emerged basing on the associated text, the students were given the tasks on filling the gaps in contextual form, as well as training exercises, consisting of disjointed sentences, in which students had to fill the gaps with the appropriate meaning of the words.
- 6) Jigsaw activities are the tasks on sharing the information by the type of "mosaic". Information gap was in the basis of the job. Each participant of the training pairs or groups was offered the only part of the overall "information bank"—text for reading or listening. After reading the piece of information the students exchanged it and restored the general content of the text that helped to solve a posed speech-thought task or a problem.



7) Matching—the task on matching the verbal (words, phrases, sentences, paragraphs, texts) and nonverbal (visual, graphical) elements contained the tasks on the recognition previously disparate elements correlated with each other and joining them to the pairs or groups.

8) “Odd word”—“Delete the unnecessary word” is a task in which students distinguished the linguistic affiliation (lexical or grammatical) of the units to a certain class or conceptual categories on the basis of the operations of identification, and then they selected and removed one unnecessary item that did not belong to that class. This contributed sorting by students the language material.

9) Prediction is the task on prediction contributed to the formation of the general speech psychological mechanism of the probabilistic predicting of the language. Prediction as the ability to predict novelty, based on already known, was an important component of the complex integrated skills of reading and listening. Tasks on reading or listening the text were introduced while teaching receptive kinds of verbal activity and there were built on the basis of the title and subheadings, topics, linguistic context, as well as non-verbal means (charts, graphs, maps, tables, pictures, etc.). Tasks on prediction were also effective for the development of the skills of students’ expressive oral speech.

In addition to the above tasks in English language was also used such tasks as: Ranking, Rephrasing/Reformulation/Paraphrase, Selection, Split dialogue/Jumbled dialogue, True-false statements, Unscrambling, Mapping/Mind-mapping, Information transfer/Media transfer, Interview, Scenario and others.

The next step in the study of the English language is the ability to work in the Internet. The immersion into the virtual space is a very effective mean of developing socio-cultural competence of students. Authentic virtual interactive language environment and a powerful tool for obtaining knowledge—the Internet provides sufficient contextual information along with other modern computer technologies due to the presence of actual needs in communication, and correctly simulated training programs using multimedia tools help the student to enter better into the suggested role.

As the analysis of re-testing at the end of the school year showed, the most successful tasks were the ones on testing the linguistic component, namely, the knowledge of vocabulary and grammar (79%, 94%), whereas we observe the greatest increase of knowledge and skills in the experimental group.

In the experimental group (36%) the task on choosing the correct synonym basing on its values and linguistic environment did not cause difficulties (3% of correct answers in the control group). Histograms of control and experimental groups in the control phase.

The relative-comparative analysis of the students’ development of foreign language communicative competence in learning the English language through interactive learning technologies at the beginning and the end of the experiment.

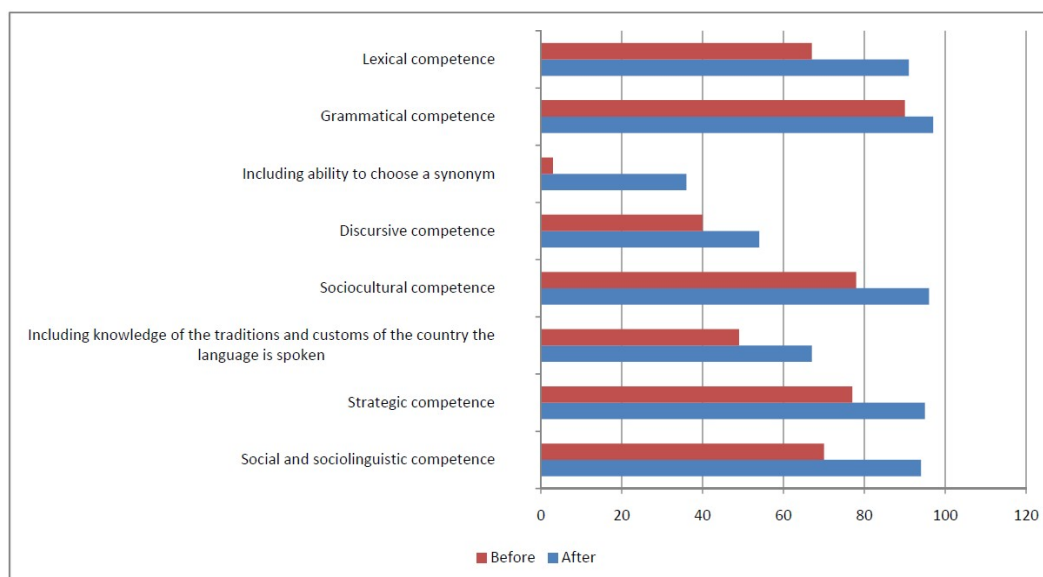


Figure 1. The comparative analysis of students’ formation of foreign-language communicative competence at the beginning and the end of experiment

The good result was received while performing the tasks not requiring a definite answer on testing sociocultural competence, i.e. allowing a certain amount of subjectivity: on the ranking of values and valuation judgments (87% correct answers). At the same time a better result was received by the tasks on the students' knowledge of the traditions and customs of the country of the studying language (58%).

The success of making the tasks on the identifying the strategies to achieve communicative goals (86%) was determined by high level of development logical thinking of the tested people.

Therefore, the average level of the development of communicative competence has grown in both study groups. However, the greatest increase is observed in the experimental group comparing with the control one.

The test results of social and socio-cultural component are also quite high (82%), the competence gained the greatest development in the experimental group as well.

Thus, the satisfactory information about the effectiveness of the competence and interactive approaches in students' formation of foreign language communicative competence in learning the English language through interactive learning technologies was obtained while testing the separate components of the communicative competence.

#### 4. Conclusions

The scientific novelty and theoretical significance of the research are:

- The intensifying the scientific ideas about the formation of foreign language communicative competence of students in the process of teaching foreign language, namely, the nature, content and structure of foreign language communicative competence are specified; the effectiveness of the use of interactive teaching methods in the formation of students foreign language communicative competence is proved;
- The elaboration of a pedagogical model of students' formation of foreign language communicative competence in the process of interactive learning, which includes a system of interconnected blocks: linguistic, discursive, socio-cultural, social, sociolinguistic, strategic;
- The definition of interactive technologies contributing to the formation of foreign language communicative competence while learning a foreign language, namely, role-playing and business games, projects, discussions, case-study, the analysis of intercultural communication (critical incident), cultural adaptation (culture assimilator), situational and cross imitative games;
- The reveal of pedagogical conditions of formation of the foreign language communicative competence in the process of teaching foreign language, namely:
  - The foreign language teaching will be based on the development of the FLCC (linguistic, social, sociocultural, strategic, discursive and linguoprofessional);
  - The use of interactive learning technology providing the effectiveness of the formation of foreign language communicative competence in the learning process at the University;
  - The elaboration of the formation of the model of students' foreign language communicative competence in the process of interactive learning.

The practical value of the research is the following: the theoretical concepts, conclusions, and recommendations on the students formation of foreign language communicative competence through the interactive learning technologies can be used by foreign language teachers, methodologists, heads of educational organizations while formulating new educational standards in the system of higher professional education as well as the training and retraining of the teaching staff.

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