

THE FORMATION OF FOREIGN COMMUNICATIVE COMPETENCE AS THE BASIS OF PROFESSIONAL COMPETENCE OF FUTURE TEACHER OF FOREIGN LANGUAGE

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ABSTRACT

In the conditions of modernization of educational environment one of the main purposes is improving the quality of higher education. The essence of changes is to move from a simple transfer of knowledge, skills and abilities in the learning process to the formation and development of professional competence of students.

The researches paid special attention to the preparation of professionally competent experts in the field of teaching activities, in particular training of future foreign language teacher, by means of interactive methods of teaching. Foreign language communicative competence is viewed by the authors as the basis of professional competence of future foreign language teacher. According to their professional activity, teachers should know language at high level and demonstrate a foreign language communicative competence at schools.

The authors conducted an experimental work on the formation of foreign language communicative competence of students-bachelors, as the basis of professional competence of future foreign language teacher. The main method of formation of foreign communicative competence was interactive technologies, such as role-playing and business games, projects, discussions, brainstorming, cultural adaptation (culture assimilator), through situational and simulation games. As a result, we have obtained satisfactory evidence of the effectiveness of competence-based and interactive approaches in the formation of foreign language communicative competence of students.

Key words *Foreign language communicative competence, interactive technologies, professional competence.*

INTRODUCTION

The necessity of modern society of competent professionals determines the improvement of higher education system. According to the Federal State Educational Standards of Higher Professional Education a graduate should demonstrate a number of competencies, some of which relates to the operation of cultural thinking, ability to analyze information and the readiness to adopt organizational and managerial solutions to unusual situations. There are special requirements for the graduates of pedagogical specialties, because future quality of school education depends from them.

Future foreign language teacher should know foreign language and demonstrate a high level foreign language communicative competence. 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.

Foreign Language Communicative Competence Consists of the Following Competencies

Language /linguistic competence requires a systematic knowledge of grammatical rules, vocabulary items and phonology, which transform lexical items into a deliberate statement. Speech / discourse competence - functional use of the target language as tools of communication and cognitive activity: the ability to understand authentic foreign language texts (listening, reading), including those focused on the selected profile, to transmit information in a coherent reasoned statements (reading and writing); plan your communication and nonverbal behavior given the status of the communication partner. Socio-cultural competence (including linguistic) - the increase in knowledge about socio-cultural specificity of the country / countries of the target language, learning to regulate their verbal and nonverbal behavior adequately this specificity, formation of skills to distinguish general and specific to the culture of their native country and the country of the studied language. Compensatory / strategic competence - learning to get out of the situation with a deficit of linguistic resources in the process of foreign language communication, including in professional-oriented situations. Cultural competence / social competence -the desire and ability to engage in communicative contact with other people that is caused by the presence of motives, needs, a certain attitude towards future partners for communications, as well as their own self-esteem. Structure of formation of common cultural competence student includes three components: cognitive, value orientation and communicatively -activity. The ability to engage in communicative contact requires ability to navigate social situations and control it. Knowledge of the variability of crops contributes to the formation of students' perceptions of multiculturalism as a norm of coexistence and prepares them for an active and full cooperation in the modern multicultural world.

Besides, the process of teaching foreign languages is always caused by a number of features depending on specifics of the ethnic contingent of pupils.

However, the problem of formation of foreign language communicative competence of future teachers is not fully researched in theory and practice. Cultural realities of English often conflict to canons and foundations of Islamic society that is a powerful barrier on a way to acquisition of a foreign language as a means of communication.

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.

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

METHODS

The aim of our research was to explain theoretically and prove experimentally the efficiency of interactive methods of teaching in the formation of foreign language communicative competence as one of the main components of professional competence of future foreign language teachers.

In English language the term «interactive methods of teaching» means teaching based on active interaction with the subject of education. Interactive methods of teaching are teaching with well-organized feedback of subjects and objects of learning, two-way exchange of information between them.

The essence of interactive methods of teaching is that the learning process is organized in such a way that all students 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 in an atmosphere of good and mutual support. It allows gain new knowledge and develop the cognitive activity.

Interactive technologies provide a variety of methods: presentations, discussions, case studies, group work, brainstorming, quizzes, mini-research, business and role games, etc.

Business game simulates various aspects of professional activity of students, providing conditions for the integrated application of existing knowledge, improving their foreign language skills as well as a more complete mastery of a foreign language as a instrument of professional communication and the subject of study.

The project method is based on modeling the students' social interaction in a study group during the class. The group creates collective projects, which are discussed, are taken, are posted on the walls. In the course of the project, each student can act towards another as a teacher

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» encourages intellectual-creative and cognitive abilities of students .It 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 and etc.

The use of interactive methods of teaching include the following components of professionally-communicative orientation:

- Substantial (special vocabulary, texts (including audio and videotext) associated with the profession);
- And procedural (games, situations, discussions, which close to the realistic action and reality, associated with future teachers' revealing their professional communicative competence).

Thus, we can identify the several advantages of the interactive methods of teaching of English language:

1) Interactive methods of teaching can easily be integrated with the content of education into the educational process and they help to achieve the educational goals in language more effectively than while using only traditional teaching methods;

2) Interactive methods of teaching 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 methods of teaching promote the realization of communicative function in the process of learning English.

To sum up, interactive methods of teaching have great pedagogical potential, which is aimed at forming foreign language communicative competence of students.

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.

DISCUSSION

Experimental work on the formation of foreign language communicative competence of students by means of interactive methods of teaching has been carried out on the basis of Kazan Federal University, Institute of philology and intercultural communication, Department of Russian and Foreign philology named after Tolstoy. We characterized the monitoring of it efficiency and presented the results.

Experimental work on the formation foreign language communicative competence consisted of three phases: diagnostic, formative and control. On diagnostic phase of the experiment we detected the initial level of formation of foreign language communicative competence of students. Taking into account the structure of foreign language communicative competence, we have developed a group of tests on all mentioned above competencies (linguistic, discourse, sociocultural, strategic, social and sociolinguistic competence).

On formative phase of the experiment we used the interactive methods of teaching, which helped to format foreign language communicative competence of students such as role-playing and business games, projects, discussions, «case-study» analysis of cross-cultural communication (critical incident), cultural adaptation (culture assimilator), through situational and simulation games. We have identified and implemented pedagogical conditions of forming foreign language communicative competence of undergraduate students.

According to the first condition educational activity in the University is constructed according to the professional orientation of teaching of language disciplines, including two aspects: substantive and procedural. Substantial aspect of professional orientation involves

designing the content of lessons specific to future professional activities (selection of texts, development of didactical control and measuring materials, learning tasks, etc.). Procedure aspect leads to the modeling of organizational forms and methods of teaching.

According to the second condition there is the personality-activity approach in the basis of formation of foreign language communicative competence, the essence of which is that in conditions of educational space of higher education institution creating favorable conditions for creative self-development of students.

The following pedagogical condition is the realization of «motivation» technique which translates the student in the position of subject of activity: external conditions act through internal, forming with them a single whole.

At the control phase of the experimental work we used tests to determine the level of formation of foreign language communicative competence of students at the end of the experiment.

Comparative analysis of the results at the beginning and end of the year have shown an increase in the level of formation of foreign language communicative competence of students of the experimental group compared with students in the control group. In both groups assessed quantitatively the formation of foreign language communicative competence before and after the formative experiment.

As shown by the analysis of repeated testing at the end of the school year, the most successfully completed tasks for testing linguistic component, namely, knowledge of vocabulary and grammar (79 %, 94 %), with the highest increase of knowledge, abilities and skills we observed in the experimental group of the study.

In the experimental group of the study in a block in 36% of the sophomores did not cause difficulties in the ability to choose the right synonym on the basis of its values and linguistic environment (3 % of correct answers in the control group).

Good results were obtained when performing tasks on the test of social competence that does not require a definite answer, i.e. allowing a certain amount of subjectivity: on the ranking of values and the assessment judgments (87 % correct answers). At the same time, improved the result obtained by performing tasks on the knowledge of the traditions and customs of the country of the studied language (58 %).

The job was completed successfully to identify strategies to achieve communicative goals (86 %) was determined with a fairly high degree of development of logical thinking test.

Consequently, the average level of development of communicative competence increased from both study groups, however the highest increase of performance is observed in the experimental group as compare with control.

The test results of social and socio-cultural component is also quite high (82 %), and also the greatest development of competence received in the experimental group. Thus, as a result of testing of separate components of communicative competence received satisfactory evidence of the effectiveness of competence-based and interactive approaches in the formation of foreign language communicative competence.

To confirm our assumptions we used the method of statistical analysis for determining reliability.

To sum up, the main results of the study, we state that in the practice of teaching the priority methodological approaches are communicative, interactive and competence. This statement is a prerequisite for the development of foreign language communicative competence of the learners. The main criteria of diagnostics of results of formation of foreign language communicative competence is the range of competences: linguistic, discursive, sociocultural, strategic, social, and sociolinguistic. Study of the level of formation of foreign language communicative competence of students on the summative stage, showed the

presence of mainly intermediate level of foreign language communicative competence of the freshmen surveyed the control and experimental groups. This is due to implemented in the practice of foreign language teaching traditional forms and techniques, absence of purposeful work of teachers on the formation of foreign language communicative competence, the lack of didactic materials and manuals, by level of teacher qualifications. Comparative analysis of results of diagnostic and control phases of the experiment showed a positive trend by the indicators.

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