Developing Communicative Competence of Future English Teachers

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Annotation: *The article deals with the issues related to developing communicative competence of future English teachers. It considers the notion that developing communicative competence can benefit not only to the interactive competences of the learner from the educational point of view, but also psycho-emotional characteristics and socio-cultural development of a student as a person.*

This paper reflects the following: the theory of communicative competence and some of its models; the importance of developing communicative competence of students who are future English teachers and the implications of communicative competence in English language teaching and learning.

Key words: communicative competence, activity, communicative; sociocultural context; cognition, person-oriented, collective interaction, systematic approach, listening comprehension, communicative method, skill.

English, as the language of international communication, acts as an instrument of communication in the dialogue of all cultures of the modern world and presupposes the acquisition by students of a foreign communicative competence. In the development and upbringing of the ability and readiness for independent and continuous learning of foreign language (FL) for further self-education with its help, the leading role today is given to the formation and development of linguistic, speech and socio-cultural competencies in order to form the necessary skills and language competences.

Chomsky[1] in "Aspects of the Theory of Syntax" claimed that competence is the perfect knowledge of an ideal speaker-listener of the language in a homogeneous speech community.

Communicative competence is a theory that seeks to understand an individual's ability to effectively convey meaning within given contexts. The most widely-accepted components of this ability include grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

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[1] Chomsky, N. 1980. Rules and Representations. *The Behavioral and Brain Sciences*. 3. 1-61.

While the theory of communicative competence has been greatly influential in changing the nature of classroom instruction, some controversy exists over how much students learn from implicit and direct methods of instruction, and over how to best assess communicative competence. Current trends indicate that communicative competence will continue to be an important theory in language classrooms, though the direct instruction of language forms may become more prevalent in the near future.

In methodology the term "competence" is used as characteristics of the achieved level of the language proficiency.

D. Hymes introduced the concept of communicative competence as the ability to use the language they are learning appropriately in a given social encounter[2]. This idea was taken by M. Canale and M. Swain, who develop and elaborate a model of communicative competence[3]. Each stage of teaching a foreign language, including English, involves the implementation of narrower goals. For instance, at the initial stage it involves the organization of active speech interaction, creation of a sustainable communicative core and maintaining an interest that serves as a stimulus for continuing the study of English in further training. The central characteristics of competence in communication are associated with:

1. The dynamic, interpersonal nature of communicative competence and its dependence on the negotiation of meaning between two or more persons who share to some degree the same symbolic system

2. Its application to both spoken and written language as well as to many other symbolic systems

3. The role of context in determining a specific communicative competence, the infinite variety of situations in which communication takes

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[2] Hymes D. Models of the Interaction of Language and Social Setting.// Journal of Social Issues. 1967, 23 (2). -Pp.8-38; Hymes D. On Communicative Competence./ In Pride J.B., Holmes J. (eds.). Sociolinguistics: Selected Readings. - Harmondsworth: Penguin, 1972. -Pp.269-293.

[3] Canale M., Swain M. Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing// Applied Linguistics. 1980, 1 (1). -Pp. 1-48.

place, and the dependence of success in a particular role on one's understanding of the context and on prior experience of a similar kind

4. communicative competence as a relative, not absolute, concept, one dependent on the cooperation of all participants, a situation which makes it reasonable to speak of degrees of communicative competence.

Bachman distinguishes tree models of communicative competence:

1. Language Competence (Organizational Competence or grammatical competence)

2. Textual competence (cohesion/coherence, conversational analysis)

3. Pragmatic Competence r illocutionary competence

Communicative language teaching involves developing language proficiency through interactions embedded in meaningful contexts. This approach to teaching provides authentic opportunities for learning that go beyond repetition and memorization of grammatical patterns in isolation. A central concept of the communicative approach to language teaching is communicative competence: the learner's ability to understand and use language appropriately to communicate in authentic (rather than simulated) social and school environments.

Communicative competence includes the following aspects of language knowledge:

Table 1

Communicative	Knowing how to use language for a range of different purposes and functions
	Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal

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competence includes	and informal speech or when to use language appropriately for written as opposed to spoken communication)
	Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
	Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

In teaching process it is essential to organize active speech interaction, activate previously acquired skills in the field of oral communication and mastering practically linguistic-cultural and socio-cultural factors by creating communicative conditions close to natural ones; to renewal and maintenance the interest in learning foreign languages and faith in their strengths and abilities.

Furthermore, in High school we should make more stress on the expansion of students' communicative vocabulary, activation of communicatively meaningful grammatical constructions, improving the skills of speech interaction, expansion of subjects, spheres and situations of communication for active use of English and deepening of linguistic-cultural and socio-cultural knowledge by means of their actual inclusion in "live" communication, creation of motivation for further improvement of the English language.

This system of work assumes the following main methodological conditions that ensure the effectiveness of the learning process:

• Person-oriented communication;

• Collective interaction;

• Role-based organization of the educational process;

• Use of computer educational programs;

• Multifunctionality of exercises.

Here some basic principles of teaching foreign language which are

ought to be considered while organizing English language classes by the teacher:

1. Communicative, personality-activity and systematic approach to teaching. Personality-activity approach makes the student the central figure of the educational process. The systematization of the linguistic knowledge underlying the communicative activity of students contributes to an increase in the overall level of their communicative competence;

2. Realization of the personality of the student through the study of the English language;

3. Maximum motivation of the learning situations (the success of the training is ensured by the fact that any of the simulated situations is vitally important for the student);

4. Positive emotional saturation of all components of learning.

Formation and development of communicative competence in lessons should be carried out through the system of exercises in all types of speech activity. The basic elements of the system of exercises should be educational and speech situations and gaming technology. Game technologies include a large group of techniques and methods for organizing the pedagogical process. The game is a way of communication. Game moments in the lessons help to intensify the desire of students to contact each other and the teacher.

As a language teacher it is important to know what counts as speaking in learning and how to promote such skills. This part of the teaching tries to explore communicative activities, including challenges and benefits of their use, and the criteria for determining to what degree an activity is communicative. Communicative activities are always needed to encourage the learners to speak with and to listen to other learners, as well as with the people in society. Such activities have real purposes: to find information, break down barriers, talk about self, and learn about the culture. Even when a lesson is focused on developing reading and writing skills, by integrating communicative activities,

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these skills can be best brought out among the students.

According to ideas of some foreign language psychologists speaking is not either a communication process or utterance but it is a means of statement or expression of the idea[4].

Nowadays, students play more interactive role unlike the usual uncommunicative role from traditional approach. Teachers play a role as a facilitator in learner-centered activities such as *"problem- solving, discussion, role-plays and debates"*, etc. to provide opportunities for all students to participate actively. In that case, we should use tasks based on activities that encourage independent development. The bases of student-centered learning are as follows:

• Task-based learning means helping the students choose a job that they want to do and then let them go out and do it, individually, on their own or within peer-learning a group.

• Student-centered learning means allowing the students the freedom to work on topics of their own choosing, within reasonable guidelines, in accordance with the body of knowledge.

• Self-access learning means letting the students go out and find their own information on their topics from anywhere they can, such as the Internet, books, journals, magazines, newspapers, interviews, and etc.

• Group Activities means allowing the students to form groups of four or five in which they will share the responsibility of getting-the-job-done and of doing the planning, preparation and presentation of their accumulated information as a team, each with an assigned task to fulfill, so they can learn from working with others and from the constructive comments the teacher makes in helping them through the steps of the process.

In such a process, the teacher is seldom at the front of the room, but usually mingling with the students, going from group to group, answering

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[4] Zimnyaa.I.A. Psychological aspects of learning to speak in a foreign language. - M .: Enlightenment, 1978

questions and encouraging progress as he/she goes.

In this age of progress the teacher has to come down from his sit at the front of the room to interact with the individuals in the class. Today, the new generation does not want to follow orders and just do as they are told. They will obviously want to participate in the process life and social change in a constructive way. So, we teachers should guess our learners needs and design our lessons, tasks according to their needs.

Our students want:

Think independently

Be creative

Follow their inspiration and interest

Learn what they want to know

Learn how to find information

Learn to do own research

As our students are future teachers of FL want to be good communicator and following activities can develop our learners' communicative competence.

Concluding, the transition to an information society requires the full development of the individual, including his/her communicative abilities, which facilitate entry into the world community and allow it to function successfully in it. Any graduate from the High school should be able to carry the knowledge, which form an integral picture of the world, skills and abilities to work out different types of activities: educational, career and also have modern value orientations and creative experience, be able to use new information technologies, be prepared for interpersonal and intercultural cooperation, both within their own country, and at the international level.

References:

[1]. Chomsky, N. 1980. Rules and Representations. The Behavioral and Brain Sciences. 3. 1-61.

[2]. Hymes D. Models of the Interaction of Language and Social Setting.// Journal of Social Issues. 1967, 23 (2). -Pp.8-38; Hymes D. On Communicative Competence./ In Pride J.B., Holmes J. (eds.). Sociolinguistics: Selected Readings. -Harmondsworth: Penguin, 1972. -Pp.269-293.

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