

## **Developing Communicative Competence Of Students In Language Teaching Process**

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***Abstract:** the article deals with the issues based on developing communicative competence of students in foreign language teaching process. Author describes effective methods and techniques which can be helpful during the classes. As well as, as the communicative methodology is undoubtedly the most effective way to learn English we teachers of foreign language should develop our teaching process on the requirements of current day. We analyzed researches of several scientists on this area and reflected them in this article.*

***Key words:** quality of training, communicative competence, process of updating, student, communication, educational activities.*

The education system is the main source of reproduction and increasing the intellectual potential of society. The reform of higher education is aimed at solving the problem of improving the quality of training of graduates. Education is one of the fundamental factors of economic and social progress, spiritual renewal of society. The teacher is the most important active link in the process of updating society. The role of a physical education teacher with the development of society will certainly increase. If you can communicate freely in English, this greatly expands your life prospects. There is no doubt that a successful person needs such components as creativity (uniqueness), knowledge of information technologies and communication skills for self-realization. Moreover, the last component, as a rule, is of greater importance. By communicative skills we understand the possession of all possible foundations of the culture of spoken language and their skillful use in specific situations [2].

It happens that an educated person with a good vocabulary and regularly looking at publications in a foreign language cannot competently and, importantly, naturally communicate with his foreign colleague. What is the reason for this? Firstly, most likely, a person is overcome by fear of “live” communication with a foreigner. After all, still reading fluently texts and competently conducting a conversation are two different things. Secondly, sometimes a person who owns a huge vocabulary speaks worse than a person armed with a basic set of commonly used designs. The fact is that an impressive vocabulary will not help if you do not know and do not know how to use it skillfully and competently in practice. That is why it is important to practice communication and acquire communication skills. It is not surprising that for the development of these skills they successfully use the communicative-active approach in training.

The communicative approach in teaching foreign languages (Communicative language teaching) is an approach aimed at creating students' semantic perception and understanding of foreign speech, as well as mastering the language material for constructing speech utterances.

The communicative approach to teaching foreign languages is, first of all, designed to teach students to freely navigate in a foreign language environment, as well as to be able to adequately respond in various language situations.

A communicative approach to teaching a foreign language first appeared in the 70s as a result of the work of experts from the Council of Europe. Since then, this approach has become widespread throughout the world and has become one of the main methods of teaching foreign languages.

Many may find it difficult to give a precise definition of the communicative approach. What exactly is meant by a communicative approach? Learning to talk, lack of grammar training in the course, or classes in which the emphasis is on using open discussions?

The communicative - activity approach is a modern approach to learning, which means that the learner as a subject of learning activity is at the center of learning, and the learning system involves the maximum consideration of the individual psychological, age and national characteristics of the learner's personality, as well as his interests. It is important for me that this approach contributes to the development of students' initiative, their ability to search creatively. The student should feel that the whole system of work is focused on his direct activity, experience, worldview, interests, feelings that are taken into account when organizing communication in the lesson.

The communicative-activity approach is successfully used all over the world and, according to teachers, is the most complete and perfect, solving the problem of mastering a foreign language. Its essence lies in the recognition that a person needs a language to communicate in various fields of activity.

The object of training from the standpoint of this approach should be speech activity in such forms as listening, speaking, reading, writing.

The methodological content of the communicative-activity approach is the ways of organizing educational activities, which are primarily associated with the widespread use of collective forms of education, with solving problem problems, with cooperation between teachers and students [4].

I set myself the following goal: teaching free orientation in a foreign language environment, the ability to respond adequately in various situations and readiness for verbal communication

Based on this goal, I set myself the following tasks:

- Orient language classes to communication learning and use the language to exchange thoughts.

- support learners communication needs.

- implement the principle of individualization, (since "mastery of the communicative function of a foreign language involves taking into account

individual characteristics, interests of students, their abilities, inclinations and wishes").

- To form sociocultural competence, because the study of regional geography.

For myself, I identified the following positive features of this approach when teaching a foreign language:

- use of exercises that recreate communication situations significant for students;

- parallel assimilation of the grammatical form and its function in speech;

- taking into account the individual characteristics of the student;

- the situational nature of the learning process, which stimulates speech activity.

- increasing motivation and cognitive activity in teaching a foreign language.

- based on a harmonious combination of communicative methods with innovative elements and teaching methods. The methodology involves the maximum possible immersion of the student in the language process, that is, the use of the student's native language, both from the teacher and the student's side, is minimized [3].

- training is conducted in a complex, leading the student to the use of basic knowledge in various circumstances.

Like all foreign language teachers, I work on the main activities that help me solve the above tasks.

One of the most effective means of revealing the creative potential of students in a foreign language is communication training. To teach children to naturally communicate in a foreign language in the context of the educational process is a complex problem.

For teaching speaking, I often use role-playing games (Role-Games), with the help of which educational communication is organized in accordance with the developed plot, the distribution between roles of students and inter-role

relationships, which I consider to be the most effective at the initial stage of training.

While working on grammar and vocabulary, I try to present communicative units in a comprehensive way.

Students should be aware that grammatical forms are necessary to carry out a communicative task, and that the relationship between the form and its use in speech is very important

Reading and writing are activities in which the use of a system-activity approach is also possible.

Reading can also act as a means of forming and controlling related speech and language skills, because:

- use of reading allows students to optimize the process of assimilation of language and speech material;

- communicatively-oriented tasks for the control of vocabulary and grammar, listening, writing and speaking imply the ability to read and are based on written texts and instructions;

- Exercises for the formation and development of all language and speech skills and abilities are also based on text and written attitudes to exercises and assignments.

If we talk about the letter, the students and I write letters to each other or to an imaginary friend by correspondence, talking about ourselves, about events in our lives. Younger children like to write letters to Santa Claus, as well as self-made greeting cards.

In addition, I would like to highlight several more effective methods.

High communicativeness is characterized by the project method, which directs students to an independent search for information, increases the level of communicative competence, and teaches to think creatively and critically. I track activity

The purpose of teaching a foreign language at the present stage is the acquisition of communicative competence, the components of which are:

Language competence - involves mastering a certain amount of formal language knowledge and the corresponding skills associated with various aspects of the language - vocabulary, phonetics, grammar.

Speech competence - the ability to build communication in such a way as to achieve goals, in possession of various methods of receiving and transmitting information in both oral and written communication, compensatory skills. (own communication strategy and selection of language tools for solving communication problems)

Sociocultural competence - willingness and desire to interact with others, self-confidence, the ability to put oneself in the place of another and cope with the current situation - social; the ability to make a choice of language forms, use them and transform in accordance with the context is sociolinguistic.

Communicative competence is acquired through 4 main aspects of learning or 4 types of speech activity: receptive (reproducing) - listening and reading and productive (creative) - speaking and writing. And also related 3 aspects of the language - vocabulary, phonetics, grammar.

Nowadays, teaching oral communication, in which speaking plays a paramount role, is one of the most important aspects of language. Oral speech as a whole and speaking as its integral part come to the fore. Students primarily want to learn how to speak the language. Learning outcomes are primarily assessed by their ability to communicate, in particular the ability to dialogic speech. Creating a motivational base for teaching a foreign language is a necessary condition for the quality and success of training and the formation of communicative competence.

Teachers of a foreign language have the task of forming a personality that will be able to participate in intercultural communication. It is important to form a communicative competence that includes both linguistic and sociocultural

competence. Knowledge of the sociocultural background is very significant, because without it it is impossible to form communicative competence even to a limited extent. Therefore, it is necessary to have an idea of the sociocultural characteristics of the country of the language being studied. The study of culture and language carries not only general educational ideas, but also at the same time ensures the development of personality, supports the motivation of students. Teachers are faced with the task of creating precisely positive motivation, it is necessary to connect it with the cognitive interests of students, the need to master new knowledge, skills.

Those who study a foreign language should have good communication skills. In order to stimulate the development of these skills, you need to choose the forms of the lesson that will most contribute to this.

Studies and experience of innovative teachers have shown that to maintain the fruitful and effective activity of students, it is successful to use non-traditional forms of conducting classes, such as a video lesson, a discussion lesson, a performance lesson, an excursion lesson, etc.

The fact is that such forms of classes support students' interest in the subject and increase motivation for learning. During such lessons, the horizons of students expand, plus with an increase in information about the country's culture, the language being studied, the sociocultural competence of students is improved.

Why are we talking about the need to apply these teaching methods? The fact is that during, for example, a video lesson, students are introduced to the culture of the countries of the language being studied by immersing them in the atmosphere of the relationship of native speakers with a demonstration of the features of their facial expressions and gestures.

A foreign language lesson has its own specifics, which a teacher of a foreign language cannot but take into account. Currently, the global goal of mastering a foreign language is considered to be introducing to another culture and

participating in the dialogue of cultures. This goal is achieved by building the ability for intercultural communication. Teaching, organized on the basis of tasks of a communicative nature, teaching foreign language communication, using all the tasks and techniques necessary for this, is a distinctive feature of a foreign language lesson.

Foreign language communication is based on the theory of speech activity. Communicative teaching of a foreign language is of an active nature, since speech communication is carried out through "speech activity", which, in turn, serves to solve the problems of productive human activity in the conditions of "social interaction" of communicating people. Communication participants are trying to

Unlimited opportunities for the development of communicative competence opens up the Internet. Students can correspond by e-mail with their native speakers, participate in telecommunications contests, competitions, testing, international Internet projects. All this contributes to the establishment of intersubject communications, increasing the level of language proficiency, the development of a general outlook, and the acquisition of special knowledge.

Do not forget about extracurricular activities, which have great potential for the formation of communicative competence.

The self-education of the teacher is a necessary factor in the development of the teacher: the study of modern methodological literature, exchange with his colleagues, the use of Internet resources, participation in teacher communities on the Internet contribute to the expansion of methodological knowledge in using the system-activity approach in teaching a foreign language, and as a result, achieving good results student learning.

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